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ABSTRACT

This report provides some perspectives on existing school-age child care and proposes some alternative school-age care program models which maximize the use of community resources and, thus, reduce potentially high costs. Chapters One and Two examine the current school-age "child care" services both nationally and in Region X (Oregon, Washington State, Idaho, and Alaska). Chapter Three briefly explores parent expectations for school-age child care programs as expressed in interviews with parents conducted during a larger study of Region X child care services. Chapter Four presents some of the important planning considerations in developing school-age care programs, while Chapter Five sets out several general models for school-age care programs which combine the most successful features of existing programs with various other cost-saving features. These recommended models for school-age care programs are: (1) Recreation and Leisure Time Program Coordination Model, (2) Community School Based Model, (3) Family Day Care Services Coordination Model, (4) Family Day Care Home/Neighborhood Parks Model for Full Day Summer School-Age Care, and (5) Residential Cluster Model with "Cultural Enrichment" Cmponents. A description of the advantages and disadvantages of each model is discussed, along with an ouline of the model assumptions, approprite groups served by the model, staff requirements, major cost factors, and potential funding sources. Descriptions of operating programs are included. (CS)

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DAY CARE FOR SCHOOL-AGE CHILDREN

FINAL REPORT

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Unco Inc.

July 2, 1973

Ms. Robin Pasquarella
Project Officer
Region X
Department of Health, Education,
and Welfare
Arcade Plaza Building, M.S. 610
1321 Second Avenue
Seattle, Washington 98101

Dear Ms. Pasquarella:

RE: Contract No. OEC-X-72-0055, BEFORE AND AFTER SCHOOL CARE SUBSTUDY

Unco, Inc. is pleased to submit 20 copies of Day Care for School-Age Children. Unco's project staff has found this to be a particularly interesting project since school-age day care in Region X is still at the threshold of its full development. The opportunity to be a part of the early stages in this development was particularly rewarding.

The Unco project staff would like to express the pleasure it had in working with the staff of DHEW Region X office. The consideration and cooperation received in the conduct of this project was invaluable.

Sincerely,

Lawrence E. Knape
Director, West Coast Programs

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UNCO

PROJECT STAFF

Project Manager/Senior Analyst:	Elizabeth L. Diffendal
Staff Associates:	Lawrence E. Knape Susan K. Stinson Dr. B. Allen Benn
Project Secretary:	Faulene K. Main

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TABLE OF CONTENTS

	Page
Letter of Transmittal	i
List of Tables, Charts, and Exhibits	v
Introduction	1
Chapter I - A National Profile of Day Care Services for School-Age Children	6
School-Age Care Program Models - National Sample	9
Santa Clara, California	9
New York, New York	10
Macon Georgia	11
Denver, Colorado	11
Minneapolis, Minnesota	12
Philadelphia, Pennsylvania	12
Benton, Arkansas	13
Baltimore, Maryland	13
Chapter II - School-Age Day Care Services in Region X	16
Chapter III - Parents' Views of School-Age Day Care Services	26
Conclusions	30
Chapter IV - Planning a School-Age Day Care Program	31
Basic Planning Questions	31
Who will the program serve?	32
What type of facility should be used for the program?	37
What activities or components should the program offer?	43
What state or federal requirements apply to school-age care programs?	45
What resources are available to fund the program?	52
Exhibit A - Potential Resources for School-Age Day Care	53
Who will be needed to staff the program?	55
Chapter V - Some Recommended Models for School-Age Care Programs	57

00005

TABLE OF CONTENTS (cont.)

	Page
Model 1 - Recreation and Leisure Time Program Coordination Model	58
Model Assumptions	58
Appropriate Groups Served by the Model	58
Features of the Model	58
Some Operating Agency Options	60
Staff Requirements	61
Major Cost Factors	62
Potential Funding Sources	63
Advantages/Disadvantages of This model	64
Model 2 - Community School Based Model	66
Model Assumptions	66
Appropriate Groups Served by the Model	66
Features of the Model	66
Some Operating Agency Options	68
Staff Requirements	68
Major Cost Factors	70
Potential Funding Sources	71
Advantages/Disadvantages of This Model	72
Model 3 - Family Day Care Services Coordination Model	73
Model Assumptions	73
Appropriate Groups Served by the Model	73
Features of the Model	74
Some Operating Agency Options	76
Staff Requirements	77
Major Cost Factors	77
Potential Funding Sources	78
Advantages/Disadvantages of This Model	78
Model 4 - Family Day Care Home/Neighborhood Parks Model for Full Day Summer School-Age Care	80
Model Assumptions	80
Appropriate Groups Served by the Model	80
Features of the Model	81
Some Operating Agency Options	82
Staff Requirements	83
Major Cost Factors	84
Potential Funding Sources	85
Advantages/Disadvantages of This Model	85
Model 5 - Residential Cluster Model with "Cultural Enrichment" Components	87
Model Assumptions	87
Appropriate Groups Served by the Model	87

00006

TABLE OF CONTENTS (cont.)

	Page
Features of the Model	87
Some Operating Agency Options	89
Staff Requirements	90
Major Cost Factors	91
Potential Funding Sources	92
Advantages/Disadvantages of This Model	93
What recommends these particular models for school-age day care programs?	95
Are the models feasible?	97
How to use the models.	99
Appendix A	100
Appendix B	101
Federal Resources for Program Operation	102
Federal Resources for Staffing	103
Federal Resources for Facilities	104
Federal Resources for Nutrition	105
Appendix C	106

LIST OF TABLES, CHARTS, AND EXHIBITS

Table		Page
1	Actual Number and Percent of Children in Care by Age Group and Type of Setting	17
2	Percent of Total Sample Center Populations Falling into School-Age Categories by State	19
3	Profile of Selected School-Age Day Care Programs in Region X	20
4	Profile of Parents' Before School Arrangements	27
5	Profile of Parents' After School Arrangements	28
6	Parent Priorities for School-Age Day Care Program Elements	29
Exhibit		
1	Potential Resources for School-Age Day Care	53
Chart		
1	Models Recommended to Meet School-Age Day Care Needs	96

00007

INTRODUCTION

The majority of federal efforts and funds for day care research, demonstration and evaluation have been focused on the pre-school child. Beyond the pre-school age, federal emphasis has been on formal educational settings for children, child protective services, special institutional settings for handicapped children, etc., rather than day care services.

A broadening of national perspective on the needs of school-aged children was stimulated by those Acts and programs which have focused on the special needs of disadvantaged populations. Some of these programs focused on the need for schools to change and expand their traditional roles to meet the broader needs of disadvantaged communities and children. Since 1965, the most important national stimuli which have influenced thinking on the needs of school-age children for extra-parental care and services include the following.

-- *Head Start and Follow Through Projects.* These projects have involved the public schools as sponsors or grantees, and have led educators to consider the value of comprehensive services in the full development of children. Parent involvement as a mechanism for increasing the continuity between home and school also expanded the traditional school/parent relationship.

-- *Title I of the Elementary and Secondary Education Act of 1965* directed the school's attention to problems of disadvantaged children and encouraged innovation in both academic and non-academic programming for these children.

-- *Title IV-A of the Social Security Act* provided open-ended federal support on a 3-to-1 matching basis for day care services to children--including school-age children--whose families are current, former or potential recipients of welfare payments.

-- *Local Community Action Agencies (OEO) and Model Cities Programs* had an opportunity to make local assessments of community needs. Among the needs identified by these programs have been after school supervision of children, recreation, tutoring, and "cultural enrichment."

-- *Community Coordinated Child Care (4-C)* programs have encouraged community agencies and school systems to examine and coordinate their efforts related to children and to identify and address unmet needs.

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This recent federal attention to children's needs for extra-parental supervision is certainly not the first time these needs have been addressed. For decades private agencies such as Boys' Clubs, YMCA and YWCA's, parks and recreation departments, churches and public school extra curricular programs have provided activities and a place to go for many children during the after school and summer hours. The primary differences between these programs and the formal school-age day care programs which recently have been established include:

-- Traditional activity programs of agencies, parks, churches and schools have been based on the voluntary participation of children in the activities offered. In school-age day care programs, attendance--if not participation--is mandatory since the program is accepting responsibility for the children's supervision until a specified hour each day. Thus, a school-age day care program adds the elements of accountability, mandatory attendance, and discipline.

-- The development of formal school-age child care programs has been influenced by federal legislation focusing on the special needs of disadvantaged populations. As a result of this and the fact that children's programs receiving federal funds must meet Federal Day Care Requirements, special school-age day care programs often have a comprehensive child development orientation. Depending on the level of funding, programs may provide nutritional, health, and social services rather than an activity program only. Most traditional after-school activity programs do not include these other elements.

-- Federally funded school-age care programs which meet Federal Day Care Requirements usually have a higher ratio of staff to school-age children than do recreation or activity programs.

-- Traditional recreation programs are designed almost exclusively to meet the leisure time recreation needs of the children. As a result, program schedules may not be related to the hours which parents need supervision for their children, as determined by the parents' work schedules.

Another source of attention to school-age children's needs for extra-parental supervision has been pre-school day care providers. Some providers have agreed to supervise school-aged children of parents who, in many cases, use the provider's services for the care of their pre-school children. The primary differences between these situations and

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formal school-age day care programs which have been established recently include:

-- Pre-school day care centers usually are not geared to meet the special needs of school-aged children. Most of the staff, equipment, and program resources are devoted to the needs of pre-schoolers. As a result, although supervision is provided during some of the hours which parents are not in the home, the program does not offer age-appropriate activities for school-aged children.

-- In some family day care home settings* which have an age mix of children, the older children may have unsupervised or inadequate outdoor activities due to the demands of pre-school children for indoor care.

-- Although numerous community resources may exist for after-school activities, these may be underutilized by the family day care provider who is unaware of their existence.

Aside from these structured settings, there are numerous informal ways in which school-aged children are supervised. Children of working parents often are cared for during after-school hours, holidays and summer vacations by older brothers and sisters, other relatives or neighbors. Many children are responsible for themselves before and after school. Their summer supervision may be provided by piecing together those community programs--summer camps, park department programs, swimming pools--which, where they exist, offer some supervision of the groups of children who participate. It is these children, particularly from disadvantaged families, who have been the target population for special school-age care programs operated in the past few years, primarily with funds from Title IVa of the Social Security Act.

In addition to needs which result from parents' nine or 10 hour, five day/week work schedules, some school-aged children have special needs for extra-parental care which are not met by most existing recreation or day care programs. Among the needs which now are met only if parents can find and afford the services of someone to meet them are:

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*A family day care home is a private home in which a person regularly provides care for children from more than one family, not including her own children.

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-- Care for the older handicapped child.

-- Care for school-age children of parents who work evenings or nights, holidays and weekends.

-- Full-day care for children sick with "normal" childhood illnesses whose parents have to miss work to care for the sick child.

-- Care for school-age children from migrant farm worker families.

-- Temporary "emergency" care for children from families undergoing a crisis or severe instability.

Little formal examination has been made of the scope of need for these or other school-age child care services. It is known that the percentage of all mothers who work outside the home has been increasing steadily over the past 30 years. In 1971 there were 15,000,000 children aged six to 14 in the United States whose mothers were employed.* Many of these women are supporting themselves (divorcees, women separated from their husbands or the fathers of the children, widows), and their family income is likely to be at or near the poverty level.

Even less is known about parents' opinions and expectations for school-aged care programs. Thinking about school-age day care programming has emerged from the pre-school day care/child development arena rather than, for example, recreation planning or youth services programming. As a result, extra-parental care for school-aged children has been thought of as an extension of the same sort of "comprehensive child care program" as is advocated for pre-schoolers requiring full day care. That this is so is reflected in the fact that the 1972 proposed Federal Day Care Requirements require the same minimum program standards for both pre-school day care and school-age day care. They also require the same administering agency support in locating and providing supportive services for the children in care.

This report is designed to provide some perspectives on school-age child care as it now exists and to propose some alternative ways of looking at school-age care program design which maximize the use of community resources and, thus, reduce potentially high costs. Chapters one and two examine the current school-age "child care" services both

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*Hearings on the Comprehensive Child Development Act of 1971, Committee on Labor and Public Welfare, U.S. Senate, Part 3., p. 850.

nationally and in Region X. Chapter three briefly explores parent expectations for school-age child care programs as expressed in interviews with parents conducted during a larger study of Region X Child Care. Chapter four presents some of the important planning considerations in developing school-age care programs, while Chapter five sets out several general models for school-age care programs which combine the most successful features of existing programs with various other cost-saving features.

CHAPTER I

A NATIONAL PROFILE OF DAY CARE SERVICES FOR SCHOOL-AGE CHILDREN

In February of 1972, in view of the possibility that HR-1 welfare reform legislation might pass, the Office of Child Development set up a 10 member interagency School-Age Day Care Task Force. The primary objective of this task force was to survey, document, and analyze current operating day care programs serving school-age children and to determine what types of programs would fall within HR-1 cost constraints and meet the proposed Federal Day Care Requirements.

The task force surveyed 58 day care programs serving school-age children nationwide. These programs were operated in a variety of settings (centers, schools, family day care homes), and each enrolled a minimum of 10 school-age children.

As a result of this survey by the School-Age Day Care Task Force, the following national profile of the availability of school-age programs emerged.*

-- *There is a trend toward increased development of school-based** day care programs for school-age children.* Although such programs date from the mid-1940's, all but two of the public school based programs identified by the survey were no more than two years old and most were in their first year. Further, several communities were identified which are currently planning such programs for the first time.

-- *Recreation and leisure time agencies (e.g., Boys' Clubs, Y's, Scouts, 4-H clubs) offer a vast, relatively untapped resource potential for the development of quality care for school-age children.* They are currently providing services of some kind to several million school-age youngsters across the country during out of school hours. Available resources include thousands of well-equipped buildings, often with gymnasiums and swimming pools and hundreds of camping facilities. Within the last two years, several of these leisure time organizations have begun to operate school-age day care programs under Title IVa of the Social Security Act.

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*"Report of the School Age Day Care Task Force," Office of Child Development, USDHEW, June 2, 1972.

**"School-based" has been defined to include any program for school-age children operated by an educational agency or operated by another agency in school owned facilities.

-- *Some other non-profit agencies such as churches, settlement houses and community centers operate school-age child care programs.* Although the facilities varied widely, almost all needed more useable space since they were not originally designed for school-age day care use.

-- *Industry involvement in providing care for school-age children is minimal and probably will not grow significantly in the near future.* Industry has traditionally focused on the pre-school child who can be brought to work with the parent and doesn't require bussing to and from school during the school year.

-- *Most private profit day care centers which accept school-age children do so as an ancillary service to families who have pre-school children enrolled.* In general, the facility, programs, staff and equipment of private day care centers are geared to the needs of pre-schoolers. Older children, particularly, feel out of place here.

-- *Family day care homes serve a large number of school-age children, frequently siblings of pre-schoolers in care.* The home usually is in the child's own neighborhood, and the small group size--not usually more than six--makes individual attention possible. Family day care home providers often are isolated from other providers and may not make use of other community resources for school-age recreation because they are too busy with the full day responsibility for pre-schoolers to schedule the use of such facilities.

-- *School-age day care is virtually nonexistent for Indian, migrant or rural children, with the* exception of a few special migrant programs operating during the migrant season only.

-- *School-age day care is very limited during the odd hours required by the many unskilled and semi-skilled jobs which involve evening, night and holiday shifts.* The only source of such care is the family day care home setting or a sitter in the child's own home.

-- *Day care for the older, handicapped child is virtually non-existent,* even in the family day care home setting.

Little information is available on the costs of operating school-age care programs nationally. The National Task Force

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found no uniformity in cost accounting procedures, no separate budget breakout for the school-age portion of programs also serving pre-schoolers, and no systematic means of estimating cost per child for budgeting purposes. The following costs, as reported by the Task Force for 32 school-age care programs, reveal a tremendous variance even within the same general setting, e.g., centers, homes. As in pre-school day care, few school-age care providers keep track of their costs by program component, e.g., nutrition, social services, transportation. As a result, these total cost variances tell us relatively little since it is not possible to attribute the differences in cost to specific program differences, e.g., one program provides transportation, another does not.

COST OF CARE IN 34 FULL YEAR SCHOOL-AGE DAY CARE PROGRAMS*

	Facility Type		
	Center Based n=11	School Based n=17	Family Homes n=4
Range of annual program costs per school-age child	$245-$2614	$672-$2025	$634-$2000
Average annual cost per school-age child	$1112	$1250	$1317

There is also considerable variation in the program design and funding models of the special school-age care programs surveyed. The models diagrammed on the following pages were extracted from narrative descriptions of the special school-age programs surveyed by the National Task Force. They were selected for inclusion here because each has some unique aspect(s) which may stimulate the thinking of persons interested in funding, locating, and operating programs for school-aged children. The features of the models which were felt, by Unco, to be of particular interest are asterisked (*) to call them to the reader's attention.

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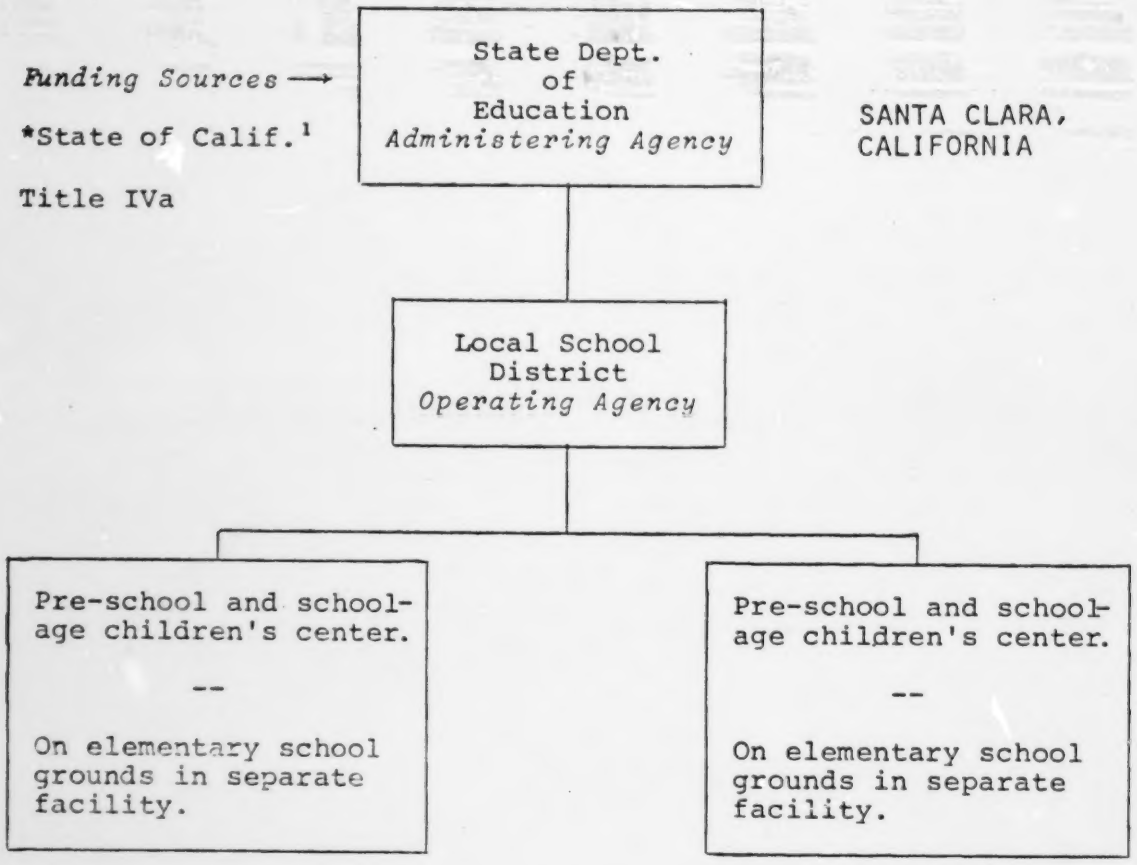
*Loc. Cit. "Report of the School-Age Day Care Task Force."

SCHOOL AGE CARE PROGRAM MODELS

- National Sample -

1



Program Facilities

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[1]California's program dates back to 1946 when the program was supported by funds under the Lanham Act. California passed legislation which established the Children's Center Program; assigned administrative responsibility to the State Department of Education; and made it clear that local school districts were to operate the programs. In 1965 legislation was passed which "permits the incorporation into Children's Centers programs of special education projects for disadvantaged pre-school children, funded through state and federal financing." In 1970, the authority was extended to include non-school agencies as operators of Children's Centers.

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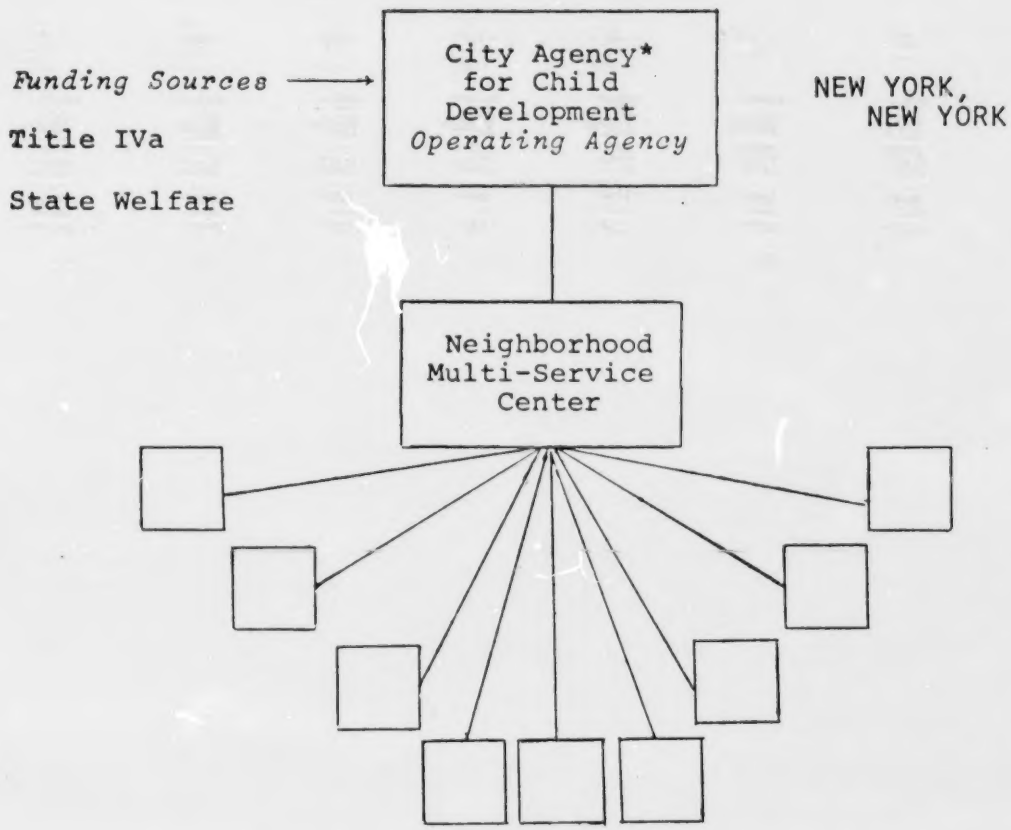

FIFTY SATELLITE DAY CARE HOMES PER CENTER*

Program Facilities

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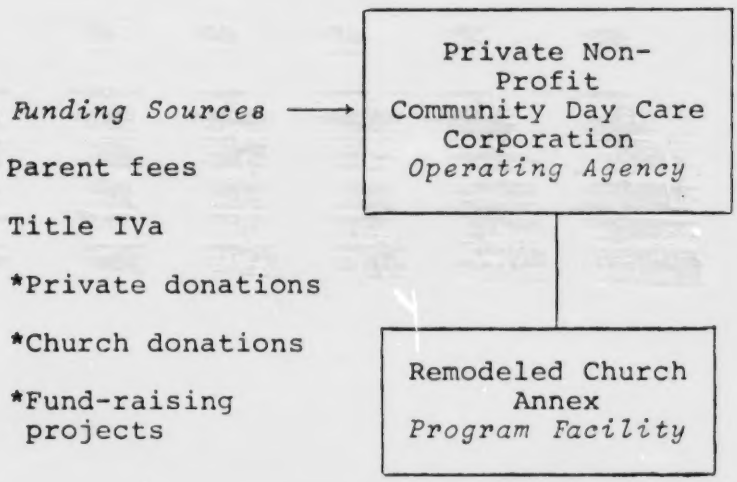

MACON, GEORGIA

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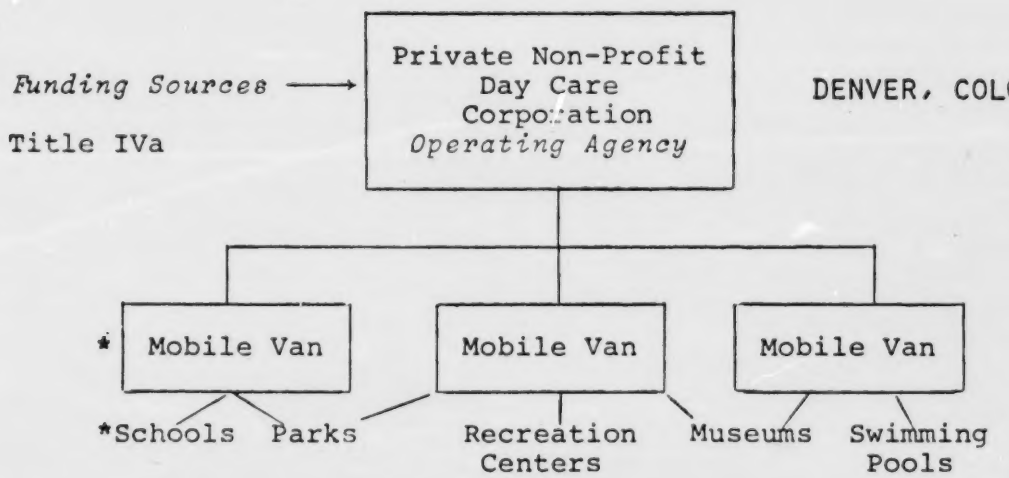

DENVER, COLORADO

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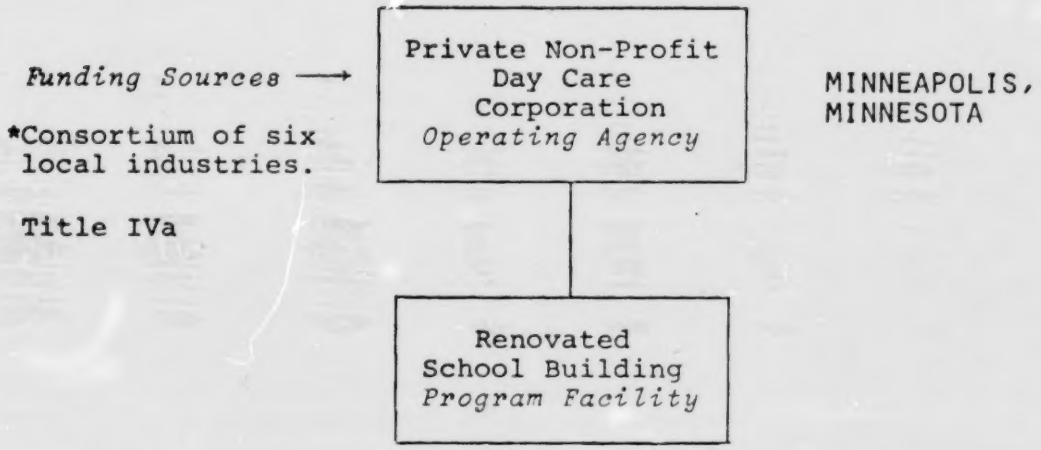

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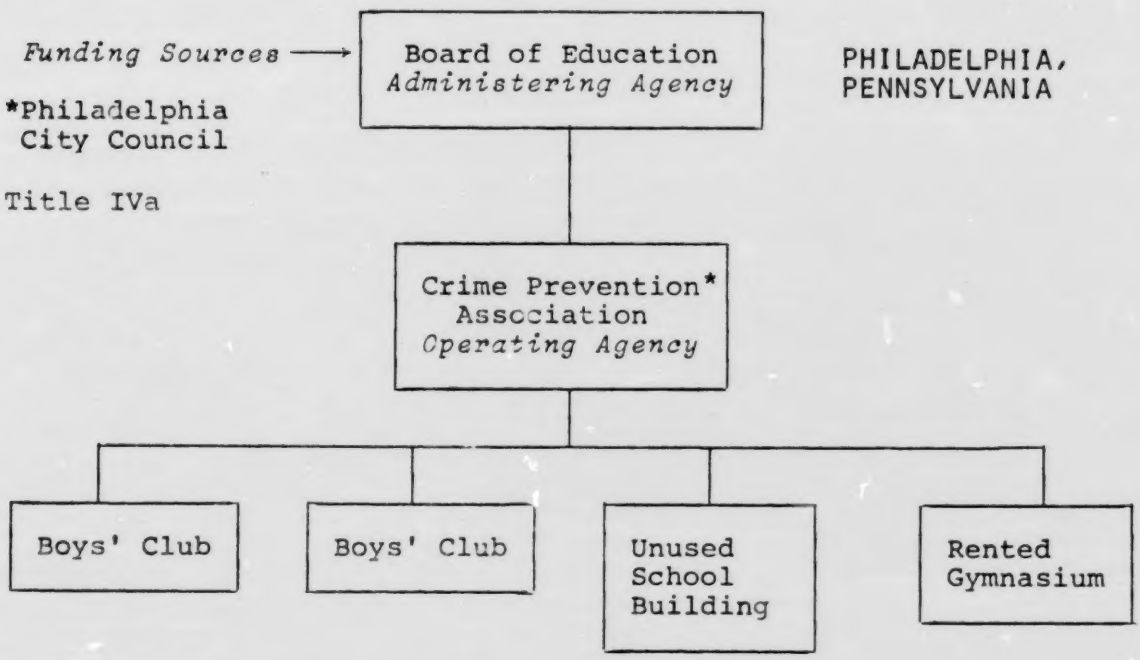

Program Facilities

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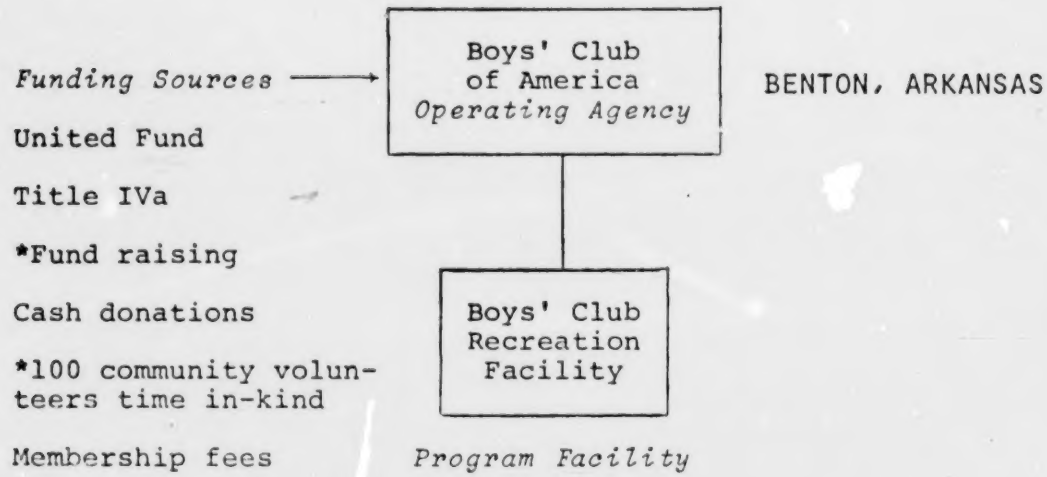

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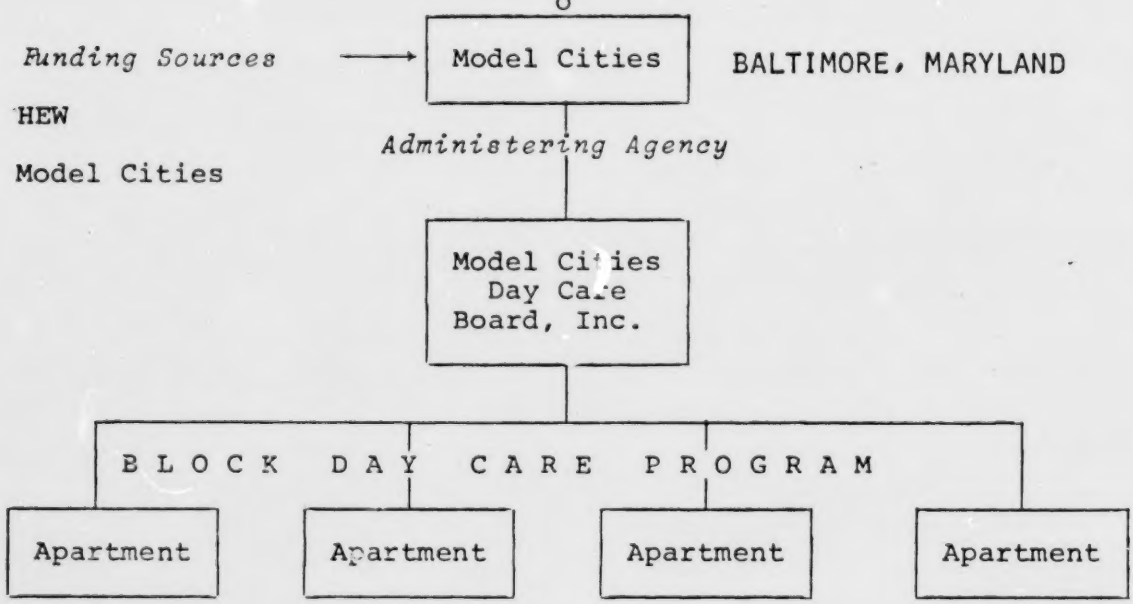

Five first floor apartments of five renovated row houses.*

Program Facilities

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Funding arrangements for the support of these eight model programs vary. However, all but one of them depend on Title IVa funds for some of their operations. In California, there are over 300 pre-school and school-age centers in 80 school districts which were established by the State under the Children's Center Program (see Model #1). No other state has approached the development and funding of school-age child care in this way. In Philadelphia, the City Council provides funds for the support of child care centers directly to the Board of Education which operates the program (see Model #6). Another interesting funding arrangement--a consortium of six local industries--supports a Minneapolis, Minnesota school-age program (see Model #5).

The facilities used by the eight programs vary widely. In California the program is run in separate facilities on elementary school grounds. The New York City model (#2) involves a system of family day care homes linked to a multi-service center which offers various supportive services to the program. The Denver program (#4) has no permanent program base, but rather several mobile vans bus the school-aged children to various community parks, museums, and swimming pools for these activities. In Baltimore (#8) the school-age program is housed in a series of apartments located in a block of renovated row houses. These five first floor apartments are used exclusively as school-age day care "centers." Many of the school-age care programs such as the ones in Macon, Georgia; Minneapolis; Philadelphia; and Benton, Arkansas are center-based programs which are operated in Boys' Clubs, churches, and renovated schools.

School-age day care programs are operated by school districts (#1) private non-profit corporations set up exclusively to operate child care programs (#'s 3, 4, 5, & 8), city agencies for child development (#2), and private social service or leisure time agencies (#'s 6 & 2).

In conclusion, a look at special school-age day care programs nationally reveals that there is considerable variety in program design and operating agencies, and somewhat less variety in funding sources for these programs which now exist. Also, there is room for the development of programs which meet needs of children not addressed by these existing programs--migrants, odd hour care programs, Indians, the older handicapped child, and rural children.

Depending upon what the program offers, costs of school-age care can range from $245 per child per year to $2,614 if the costs given to the National Task Force are accurate. As is true in the area of pre-school day care, no one has made an extensive examination of the reasons for cost variations in existing school-age programs, nor of the relative benefits

to children and to parents of the various program components which could be included in school-age programs. An examination of the scope of needs for school-age care, combined with a cost analysis of existing programs, would provide a baseline for the future development of school-age day care.

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CHAPTER II

SCHOOL-AGE DAY CARE SERVICES IN REGION X

In much of Region X, the concept of special "child care" programs for school-aged children is not a familiar one. Of the four Region X states, Oregon has gone the farthest in the development and operation of special programs providing care before and after school, holidays, and during the summer for school-aged children. Oregon's special programs are generally called "latchkey" programs, taking their name from the old-fashioned term "latchkey children" which referred to children who wore a house key or latch key on a string around their necks to get into their houses after school before adults were home from work.

In all four states, the existence of special day care programs serving only school-aged children is a recent phenomenon. Of the 13 programs in the Region which were looked at in the course of this study, the oldest was begun as recently as July of 1969--about four years ago.

The planners and operators of the before and after school programs which do exist have worked fairly autonomously to design and operate their programs. Most directors expressed a great interest in knowing about other school-age care programs as well as an interest in having an opportunity to compare notes with other program operators in the Region. It is fair to say that most operators have not had a very clear idea of the program elements which are most appropriate for children six to 14 years old. Trial and error has been the method by which the programs have arrived at their present form in most instances.

In addition to these special programs exclusively designed for older children, day care for school-age children is provided by pre-school centers, family day care homes and by providers who go into the children's own homes. As the table on page 17 reveals, a larger proportion of the children in care in family day care homes and in-home settings are of school age than are children in day care centers.

In Region X, 31% of the children in a sample of 276 family day care homes were between the ages of six and 14. This is more than the number of infants or of toddlers in care in the same family day care homes.

In in-home care settings where a caregiver comes to the children's own home to provide care, 42.6% of all children cared for were school aged in the homes sampled. In in-home care settings, school-aged children are the largest

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TABLE 1
ACTUAL NUMBER AND PERCENT OF CHILDREN IN CARE
BY
AGE GROUP AND TYPE OF SETTING

Age of Children in Care	Centers						Homes						Total Number of Children in Care By Age
	Private Profit (n=23)		Non-Profit (n=33)		Public (n=13)		Family Day Care (n=276)		Group (n=19)		In-Home (n=280)		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
Infants (0-18 months)	14	2.1	44	4.2	11	6.3	143	11.3	16	8.7	72	10.8	300
Toddlers (19-35 months)	119	19.6	309	33.2	50	12.4	297	23.6	48	26.1	89	13.8	912
Pre-school (3 years-1st grade)	890	67.7	1382	46.8	331	81.3	438	34.0	87	47.3	220	33.1	3348
School age (1st grade-14 years)	49	10.6	183	15.8	0	0	382	31.1	33	17.9	283	42.6	930
TOTAL	1072	100.0	1918	100.0	392	100.0	1260	100.0	184	100.0	664	100.0	5490

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single age group receiving care. In both family day care homes and in-home care settings, the school-age children are usually older brothers or sisters of pre-schoolers in care.

School-age children make up a small proportion of the total children in care in day care centers. Only 7% of the total child population of 69 day care centers in Region X were six years old or older. The great majority of those children were between the ages of six and eight years old (see Table 2).

The number of programs designed especially for school-aged children in Region X is quite small. In Idaho, not one special school-age child care program could be identified. In Alaska, three special programs were found, of which one has been closed since the beginning of this study due to Title IVa cutbacks. Washington has several seasonal programs for migrant children of all ages, in addition to the full year programs identified during this study. Of all Region X states, Oregon has the most special school-age child care programs and the largest programs. Four of the largest programs in the Region serve the Portland area; three of these were reviewed during this study (see Table 3). Salem, Oregon currently has a federal demonstration school-age care project based in family day care homes. The rural projects in Oregon primarily serve migrant children, although some special full day summer programs serve all children on a first come, first served basis.

Of the 13 programs reviewed, two were special migrant programs open from two to six months each year to serve both the pre-school and school-age children of migrant farm workers. The hours that this and other special migrant care programs are open accommodate parents' work schedules--5:00 or 5:30 a.m. to about 4:00 p.m., including Saturdays during the migrant season.

Eleven of the 13 programs operate full day summer programs for school-aged children. These full day summer programs usually cost about twice as much per child per day as the before and after school programs operated during the school year. Therefore, those annual daily cost per child averages which were calculated for the purposes of this study really are an average of the lower school year costs and the higher full-day summer and school holiday costs. Due to the difficulties in breaking out costs of care in many of these programs, this annual average was the only uniform figure which could be obtained in most instances.

Nine of the 13 programs reviewed had both a before and an after school component during the school year. In most programs attendance in the before school portion of the

00025

TABLE 2
PERCENT OF TOTAL SAMPLE CENTER POPULATIONS FALLING INTO SCHOOL-AGE CATEGORIES BY STATE

% of School-age children in total center populations	Age of Children in 69 Centers		
	6 - 8	9 - 11	12 - 14
Washington n=806 Children	5.2% 43	.7% 6	0
Oregon n=585 Children	6.0% 36	0	0
Idaho n=554 Children	3.2% 18	1.3% 7	0
Alaska n=552 Children	7.7% 43	1.8% 10	.2% 1

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TABLE 3
PROFILE OF SELECTED SCHOOL-AGE DAY CARE PROGRAMS*
IN REGION X

	SPECIAL SCHOOL-AGE PROGRAMS	FUNDING SOURCES	LICENSED CAPACITY	SPONSORING AGENCY OR ORGANIZATION	FACILITIES USED	DATE PROGRAM BEGAN	TYPE OF PROGRAM	HOURS	APRX. AVG. DAILY COST PER CHILD
OREGON	Sellwood Boys Club Latch Key Program, Portland	UGN Portland School District (in-kind) Sellwood Boys Club Title IVa	100 Children Aged 6-14	BOYS CLUB	Elementary Schools	January, 1972	Before/After School --- Full Day Summer and Holiday	7:30 a.m.-8:15 a.m. 2:30 p.m.-6:00 p.m. --- 7:00 a.m.-6:00 p.m.	$4.67
	John R. Leach YMCA Latch Key Program, Portland	Title IVa Parent Fees	370 Children Aged 6-14	YMCA	Elementary Schools	September, 1971	Before/After School --- Summer and Holidays Full Day	7:00a.m.-8:45a.m. 3:00p.m.-6:00 p.m. --- 7:00 a.m.-6:00 p.m.	$4.3[illegible]
	Portland Public Schools Extended Day Program, Portland	Model Cities Portland Schools (in-kind) Title IVa	1000 Children Aged 6-14	Portland Public Schools	Elementary Schools	September, 1970	Before/After School --- Summer and Holidays Full Day	7:00a.m.-9:00a.m. 2:00p.m.-6:00p.m. --- 7:00a.m.-6:00p.m.	No information
	Upper Hood River Valley Development Center, Parkdale (Rural)	ESEA Title I-M USDA Head Start Local Contribution Title IVa	100 Children 6months 12 years	Private, Non-profit Day Care Corporation	Community Center (Old School)	No Information	Migrant June-December Full Day	5:00a.m.-4:00p.m. summers & Saturdays 7a.m. - 5p.m. school year	$7.50
	Dalles Child Care Center After School Program, Dalles (Rural)	UGN Title IVa Parent Fees USDA NYC	20 Children 6-10	Private, Non-profit Day Care Corporation	Elementary School	September, 1972	After School --- No Summers or Vacations	1:30 to 6:00 p.m.	No Information

*See narrative description of each program in Appendix A.

TABLE 3
PROFILE OF SELECTED SCHOOL-AGE DAY CARE PROGRAMS *
IN REGION X (cont.)

	SPECIAL SCHOOL-AGE PROGRAMS	FUNDING SOURCES	LICENSED CAPACITY	SPONSORING AGENCY OR ORGANIZATION	FACILITIES USED	DATE PROGRAM BEGAN	TYPE OF PROGRAM	HOURS	APRX. AVG. DAILY COST PER CHILD
OREGON, CONTD.	Mid-Columbia Community Action Council, Dalles (Rural)	ESEA Title I-M School District (in-kind)	110 Children 6month-12	Local Community Action Agency	Elementary School	No Information	Migrant--Summers Only, June 8-July 14 Full Day	5:30a.m.-4:00p.m.	$4.07
	Summer Day Care for 6-12 year olds, Dalles	USDA NYC Title IVa Parent Fees	50 Children 6-12	Private, Non-profit Day Care Corporation	Former Fish Cannery	No Information	Summer Only June 15-Aug 20 Full Day	8:00a.m.-5:00p.m.	$2.50 (does not include food, facility & administration)
WASHINGTON	Holly Park, Seattle	USDA OEO Model Cities NYC Title IVa	34 Children Aged 6-12	Private, Non-Profit Day Care Corporation	Church	July, 1969	Before & After School --- Full Day Holidays & Summer	6:30a.m.-10:00a.m. 1:30p.m.-6:00p.m. --- 6:30a.m.-6:00p.m.	No Information
	Ballard School-Age Day Care, Seattle		50 Children Aged 4-12	Private, Non-Profit Day Care Corporation	Elementary School --- Park Facilities	June, 1971	Before & After School --- Full Day Holidays & Summer	7:00a.m.-10:00a.m. 2:00p.m.-6:00 p.m. --- 7:00a.m.-6:00p.m.	No Information
	Neighborhood House, Seattle	URRD (State) Title IVa UGN	72 Children Aged 6-12	Non-Profit Agency, Neighborhood House, Inc.	Housing Project Units	September, 1970	Before & After School --- Full Day Holidays & Summer	6:00a.m.-10:00a.m. 2:00p.m.-6:00p.m. --- 6:00a.m.-6:00p.m.	$10.00

*See narrative description of each program in Appendix A.

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TABLE 3
PROFILE OF SELECTED SCHOOL-AGE DAY CARE PROGRAMS*
IN REGION X (cont.)

	SPECIAL SCHOOL-AGE PROGRAMS	FUNDING SOURCES	LICENSED CAPACITY	SPONSORING AGENCY OR ORGANIZATION	FACILITIES USED	DATE PROGRAM BEGAN	TYPE OF PROGRAM	HOURS	APRX. AVG. DAILY COST PER CHILD
WASHINGTON-CONTD.	East Vancouver Child Care, Vancouver	UGN Title IVa Parent Fees USDA NYC	25 Children Aged 6-12	Private, Non-Profit Day Care Corporation	Junior High School --- Church	June, 1972	Before/After School --- Full Day Summer and Holidays	No Information	$3.21
ALASKA	Juneau 4-C BASC, Juneau	Model Cities Title IVa	30 Children Aged 6-12	Juneau 4-C Committee	Housing Project --- Elementary School	September, 1971 --- Terminated fall, 1972, no funds	Before/After School --- Full day Holidays. No Summer	6:30 a.m. - 8:00 a.m.	No Information
	Hoonah Parent and Child Center, Hoonah	OEO Head Start	10--school year --summer. Aged 4-10	Alaska rural Community Action Agency	Family Day Care Homes --- Elementary School	September, 1969	Before/After School --- Full day Summer	9:00 a.m.-5:00 p.m.	No Information

*See narrative description of each program in Appendix A.

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program averaged one-third or less of the attendance during the after-school hours. The before-school portion of the programs was sometimes conducted in the same facility as the after-school portion and sometimes not. In the Juneau program, for example, the before-school program, including breakfast, was provided in the recreation hall of a low-cost housing project by project residents who were hired on an hourly basis to supervise the children, prepare the breakfast, and accompany them to the school bus. The after-school program was based in two local schools and was supervised by a different staff. Several of the programs were operating in schools which offer a school breakfast program to all children in the school. In these instances, the school-age day care staff would frequently augment the supervisory staff working with the breakfast program, and, often, offer additional quiet activities during the before-school period to those children in the program. Before school programs typically open between 6:00 and 7:00 in the morning and run until 8:00 or 10:00 depending upon the school opening schedule.

Ten of the special programs provided after school care from 1:30 or 2:00 until 6:00 p.m. during the school year. The content of these after school programs and their structure varied widely. Seven of the 10 after-school programs operated in school buildings and usually made use of adjoining parks and playgrounds for recreation. The only after-school program identified in an Alaskan village was really a small system of family day care homes which provided care specifically for school-aged children. Two other programs served children living in housing projects. One of these conducted the after school program in housing units in the project and the other in a nearby church. Transportation appears to be a major stumbling block which prevents school-age programs from using available community resources and leisure time recreational facilities to their fullest.

The activities which are included in after-school programs vary widely. All programs reviewed provided an afternoon snack and one program provided a hot evening meal. In most after school programs the children have a choice of two or three activities, which are offered each afternoon. These activities usually include crafts, recreation, active games, field trips, and tutoring. A special challenge to after school programs appears to be maintaining the interest of children 12 years old and older. The six to 11 age group is the predominant group served by those programs surveyed.

Behavior management can be a problem with the older age group in particular. One Oregon program, which focused on children with special problems who are referred by the school social worker, parent, teachers, etc. has an extensive staff development program. A primary focus of this staff

training is behavior modification and behavior management. Of the 13 programs surveyed, this program was the only one which had what could be called an on-going, formal staff development program.

Most programs which offer before and after school services also receive parent requests for full day holiday care during the school year, and thus, offer this care during Christmas and Easter vacations and on other school holidays.

The average cost of care in the Region X special programs reviewed ranged from $3.21 per day to $10.00 per day. As with pre-school day care programs, the cost accounting procedures for the school-age programs made it difficult or impossible to attribute cost variations to the varieties which exist among the programs. As mentioned earlier, the full day summer program costs appear to be at least double the before and after school care costs for most year round programs.

In summary, in Region X, the bulk of care for school-age children currently is being provided by family day care homes and by caregivers in the children's own home. In only a 10% sample of Region X family day care homes and in-home care settings receiving federal day care funds, there were 698 school-age children in care. This is more than one-third of the number of school-age children in care in almost 100% of the special school-age programs in the Region (13 programs are licensed for a total of 1971 children).

Special school-age programs can be quite expensive depending upon how they are staffed and the type of services which they offer. Generally the care provided in home care settings at $.50 or $.75 per hour for four or five hours per day is less expensive than special programs, but has the drawback of being more custodial and less developmental in many instances.

No special programs were found which provide full day care for ill children, odd hour, evening, overnight, or care focused on the handicapped school-aged child.

No school-age day care programs were found on Indian reservations and only one small program was found in rural Alaska. The need for school-age care on reservations and in bush villages has not been considered to be as great as the need for such care in urban areas due to the frequent extended family residential pattern in the bush and on reservations, which often affords school-aged children supervision by nearby relatives. However, two particular rural groups can be identified in Region X for whom school-age care programs are particularly necessary--seasonal agricultural migrants and seasonal cannery workers. Pre-school programs for

00031

migrant farm worker's children have been begun in Idaho. The migrant programs in Oregon and Washington include school-aged children. One small program, in Hoonah, Alaska serves the school-aged children of the primarily Indian families who work on a seasonal basis in a fish cannery on the coast. One program, sponsored by a major vegetable cannery in Oregon, offers care for the children of its workers during peak seasons.

In general, it can be said that the concept of special programming for school-aged day care is so new in the Region that very little has been done by the states to identify the scope or locus of need for these services. It appears that these programs which have been developed have been done so in response to a need identified locally, perhaps through a Model Cities Task Force or Community Action Agency planning process, rather than through a state day care planning or resource allocation process.

CHAPTER III

PARENTS' VIEWS OF SCHOOL-AGE DAY CARE SERVICES

A major unknown in the area of school-age day care programming is parent views and expectations for programs. What elements would parents like to see in a program for school-aged children? Do they view both before and after school supervision as a necessity? Does the age of the school-age child affect their views?

As a part of a larger evaluation of Region X day care services, a sample of 99 parents of school-aged children completed a questionnaire concerning their current day care needs and opinions about school-age day care. The parents surveyed were all receiving federal child care support and all were using an in-home day care provider to care for both their pre-school and school-aged children.

In order to get an idea of the before school schedules and patterns of these working mothers, a series of questions was asked. The responses to these questions provide a picture of the morning routine in the sampled homes, as well as some feel for the scope of need for before school services. (See Table 4.)

Parent preferences for in-home before school care parallel the experience of most of the school-age day care programs surveyed in this study. Attendance in the before school portion of school-age care programs was typically one-third or less the after school attendance. In addition, as the profile reveals, almost half of these parents do not leave for work or training before their children leave for school. As a result, the scope of need for before school supervision appears to be narrower than after school when few working parents in the sample are home until 5:30 or 6:00.

The parent questionnaire explored the after-school supervision patterns arranged by these working mothers. All of the parents in the sample have an in-home provider who cares for the children until the parent returns from work. However, additional types of activities and supervision were used during the after school hours as the profile in Table 5 reveals.

Many school-aged children of the parents interviewed have participated in after school programs run by parks, organized school and non-school sports programs, etc. More than 75% of the parents felt that if these programs could assure that school-aged children would be supervised and accounted for each day until the parent came home from work, it could be a solution to their day care problems.

00033

TABLE 4
PROFILE OF PARENTS' BEFORE SCHOOL ARRANGEMENTS

53.1% of the parents had to leave for work or training before the children left for school in the morning.

Of those parents who left home before their children left for school, less than half (42.4%) had an arrangement in which a baby sitter or in-home care provider arrived at the house before it was necessary for the parent to leave.

Therefore, of the total number of parents sampled, 22.5% had no adult supervision for their school-age children during some period before school each morning.

The following were some of the responses to "How do the children get ready for school?"

I feed the children before I leave.	52.9%
I set breakfast out for the children.	13.7%
The children fix their own breakfast.	15.7%
The children eat breakfast at school.	9.8%
Other	7.8%

Which of the following would you prefer?

Child care in your home before school hours.	80.7%
A well-located breakfast program outside your home.	19.3%

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TABLE 5
PROFILE OF PARENTS' AFTER SCHOOL ARRANGEMENTS

Have your school-age children regularly spent time after school participating in any of the following?

	Percent Responding "Yes" n=74
YMCA or YWCA	8.1%
Boys' Club	14.9%
After School Sports Activities	28.3%
Parks and Playgrounds	44.6%
Organized Non-School Sports such as Little League	23.0%
Scouting	27.0%
Church Related Activities	35.1%
Other	8.1%
If such programs as mentioned above could assure you that your school-age children would be accounted for and supervised each day until you came home from work, would this help solve your day care problems?	76.7%
If you did not have your present after school sitter arrangements, would you make use of a supervised activity program for school-aged children?	85.6%
The question, "Which of the following would you prefer?", brought the following responses:	
Care in your own home after school.	52.6%
A well located activity program outside your home.	47.4%

00035

The parents in the sample were asked to rank, in order of importance, the five elements they would look for in choosing an after school care program. The results are displayed below.

TABLE 6
PARENT PRIORITIES FOR SCHOOL-AGE DAY CARE
PROGRAM ELEMENTS

"If you were choosing an after-school child care program for school-aged children, ages six to 10 and 11 to 14, what would be the five most important things you would look for?"

Most Important for Children Aged 6-10

Rank Order of Choice	
1	Children have adult supervision at all times.
2	There is a tutoring program to help the children with studies.
3	There is a recreation and active games program.
4	An afternoon snack or evening meal is served.
5	Full day care is provided for sick children so that parent doesn't have to miss school or work.

Most Important for Children Aged 11-14

1	Children have adult supervision at all times.
2	There is a tutoring program to help children with studies.
3	An after school snack or evening meal is served.
4	There is a recreation and active games program
5	Full day care is provided for sick children so that parent doesn't have to miss school or work./Cost of care.

 00036

Conclusions

Parental needs and expectations are an important factor which should be incorporated in the development of care programs for school-age children. For example, based on the evidence available here, before school breakfast programs may not be as heavily used by parents as after school care programs. Region X program data supports this conclusion. This is not to say that before school programs are not needed, rather it suggests that planning for school-age care programs should involve a careful assessment of parent needs for various elements so that the best use can be made of available funds.

School-age children currently are involved in after school activities run through the schools, by the parks department, etc. The majority of parents interviewed would be willing to use these programs regularly if they featured adequate adult supervision and accountability procedures. Program designs should be considered which are built around current institutions serving school-aged children, rather than designs which create parallel programs that often duplicate available services.

Finally, in ranking program elements which they would like to see included in a program serving school-aged children, parents emphasized the basic need for adult supervision combined with some program of recreation or active games for the children after a long day in school. A tutoring program to help children with their school work also ranked high in parents' preferences, as did the provision of an afternoon snack. The final high priority feature is one related to parents' own job performance--the availability of full day care for sick children so that the parent doesn't have to miss work or school. This is ranked higher in parents' minds than any other "supportive" service.

There is no reason to expect that the preferences of this relatively small parent sample, who already have in-home child care, would hold for all parents in all communities. For this reason, the work patterns and needs of the specific parent population to be served by a school-age program should be identified early in the planning process.

00037

CHAPTER IV

PLANNING A SCHOOL-AGE DAY CARE PROGRAM

BASIC PLANNING QUESTIONS

Who will the program serve?

What type of facility should be used for the program?

What activities or components should the program provide?

What state or federal requirements apply to school-age child care programs?

What resources are available to fund the program?

Who will be needed to staff the program?

00038

Who will the program serve?

The most important determinant of what a school-age child care program should look like is the characteristics of the school-age population which will be served. Therefore, the initial planning step should be a community assessment of specific, unmet needs for school-age care. By developing a community profile which identifies the scope and type of needs for school-age care services, as determined by the number and ages of school children, parent work schedules, their present arrangements for supervision, etc., program dollars can be put to best use. Such a statistical and narrative description of the problem in a local area may be needed near the beginning to build support for a school-age program.

The community needs profile might include the following information:

1. *Number of school-aged children in the area from single-parent families in which the parent works or is in school and its comparison with other areas in the city, county, state or nation.*

   It may even be possible to break down the population by parent work hours, income level, eligibility for federal child care support, minority status, age of school-age children. Existing school district records will include some of this information, and it may be possible to get the local school PTA to conduct short parent needs surveys through the vehicle of its monthly newsletter.

2. *What existing community groups, schools or agencies are now doing to solve the problems of parents with needs for extra-parental school-age child supervision and why these efforts are not solving the particular problems identified above.*

   What types of programs are run by the local park departments? Is there a Boys' Club, YM or YWCA in the neighborhood. What facilities and services does it offer? How many licensed family day care homes or day care centers are there in the community (local state day care licensing caseworkers could find this out)? Where are these located? Whom do they serve? Are the local elementary schools open during after school or evening hours for activities? Are local churches providing any child care services? Are there any tutoring programs operating in the area? Model Cities programs for school-aged children?

3. *Identification of existing or possible linkages among the existing programs serving school-age children which provide a solution to some school-age child care programs.*

   Inexpensive solutions might suggest themselves as existing services to school-aged children are compared with the needs for care which have been identified. Are there a lot of unfilled family day care home slots? During what hours are youth leisure time programs scheduled? How are the programs supervised? What would it take to assure supervision for children in some of these settings during the hours when parents need care services?

Once prepared, the profile can be used in two ways: first as data for program planners which is specific enough to let them get a clear perspective on who and about how many children need school-age care services, and, to some extent, what kind of services; second, to publicize both the problem and the proposed solution(s). Such a needs survey can be done for an area as small as a block or two or as large as a metropolitan area or state. The result of beginning a planning process in this way is to avoid unnecessary duplication of services and to permit planners to address the specific needs for services in the best possible way.

Such surveys of community needs for school-age child care services might be conducted by some of the following agencies or groups.

-- Local 4-C Committees.

-- School Districts.

-- Neighborhood Councils.

-- Model Cities Citizen Task Forces.

-- State Day Care Licensing Agencies.

-- Local Human Resources Offices.

-- Women's Clubs.

-- PTAs.

Having determined the specific needs of a school-age population, program design becomes a less arbitrary task. For example, all of the special school-age programs in Region X--with the exception of the migrant programs--operate on a 6:00 or 7:00 a.m. to 6:00 p.m. schedule. Yet, it is known

that many unskilled and semi-skilled jobs, which often are held by persons eligible for federal day care assistance, require evening and night time shifts as well as weekend and holiday hours. In a given community this type of care may be needed by more working parents and children than a program offering services to accommodate a regular eight hour day.

Another example, most current special school-age care programs offer a before-school breakfast program which frequently is attended by only one-third of the afternoon enrollment number. An initial community needs survey may show that it is important to most parents that program monies be used to offer children other services--field trips, counseling services, a hot supper--rather than a breakfast component.

The age of children requiring care should also be considered. If the school-age children currently being served in family day care homes, care centers, and in-home are any index of the school-age children for whom parents are most concerned to have supervision, it may be appropriate to plan a program for six to eight year olds and meet the needs of this age group first. The special school-age programs surveyed in Region X as well as nationally, found that enrollment in many school-age care programs drops off rapidly in the fourth or fifth grade, at about age 11. Program requirements appear to be different for the six to 11 group than for the 12 to 14 group; thus, the ages of the potential child population should be considered in designing the program. Only three of the 13 Region X school-age care programs examined are licensed by the state to serve children between the ages of 12 and 14. Five of the programs serve children six to 12, two serve children aged four to 10 or 12, and the special migrant programs include pre-school children. Younger children may have different schedules--half day kindergarten classes, etc. Therefore, it may be appropriate to design a program which is tailored to the special hours of a certain child population.

In planning to meet the needs for school-age day care, desired program features must be weighed against the cost constraints which are always present. It is for this reason that the survey of existing community resources for children is so important in the planning process. Depending on the number of school-age children requiring care of a certain type, e.g., evening care, before school breakfast, it may not be necessary to develop a "program" as it is usually thought of, but rather it may be possible to coordinate or modify existing resources in such a way that these needs can be met. For example, rather than hire a staff and administrator, locate a facility and buy equipment for a program to meet the needs of 15 parents

for child care from 3:00 p.m. to 9:00 p.m., it may be possible to identify family day care providers in the community who could absorb these children in their licensed home settings, while helping these providers identify other existing community programs, e.g., tutoring programs, after school recreation programs, in which the children could participate with their parent's permission.

As the above discussion indicates, an initial important step in planning for any school-age day care program is the development of a community needs profile which identifies the scope and type of needs for care which exist and which identifies existing resources that could be used to meet these needs for a minimum cost.

To date, in Region X, no comprehensive effort has been made by states or municipalities to determine the area with priority needs for school-age care programs. Geographically, the Region is a heavily rural area with a majority of its towns falling into the 2,500 to 50,000 size range. It is known that up to 50% of the nation's poor live in rural areas. Yet almost nothing is known about the need for extra-parental supervision in these rural areas except for those special populations, such as migrant agricultural workers and workers in canneries, both agricultural and fish canneries along the Alaskan Coast.

Further, the major cities of the Region--Portland, Seattle, Boise, Spokane, Anchorage--vary greatly in their size and in their industry base. One can assume, logically, that there is a need for school-age day care for the children of the many unskilled and semi-skilled single parents in jobs requiring day time, evening and night time shifts as well as holiday hours, yet little is known about the actual or potential demand for such programs.

Since the demand for school-age day care has not been established, one can only suggest priority populations by logical means at this point:

-- Areas with high concentrations of single parent families, where the parent is in work or training and where other "natural" support systems such as kinship or neighbors do not afford adequate supervision.

-- Areas with concentrations of children with special needs, e.g., handicapped, disadvantaged, delinquents, or children from emotionally unstable family situations.

Working from general statistics, the areas with the highest densities of these characteristics are the urban areas. Yet

 00042

for planning purposes, a much smaller unit, such as a school drawing area would be a more reasonable unit in which to determine the potential scope of need. When this has been determined, demand for such services may or may not parallel this potential need. Once again, this highlights the importance of the community needs and resources survey prior to designing any school-age care program.

 00043

What type of facility should be used for the program?

The National School-Age Day Care Task Force classified the existing school-age care programs surveyed nationally into three types--characterized by the facility in which the programs operate. These types were "school-based", "center-based", and "family home-based" programs.*

School-based programs. The task force included in "school-based" programs any day care program for school-age children which is operated by an educational agency or operated by another agency in school-owned facilities. Although few of the school-based day care programs identified in the national survey or the Region X survey were more than one or two years old, there appears to be a widespread readiness in public schools to change their role in the community. Some schools are beginning to respond to community interest or pressure to make better use of the school facilities paid for by the taxpayers by keeping their doors open for use during those afternoon, evening, and weekend hours when schools now sit idle.

In most every sense, the neighborhood school is a "natural" focal point for the development of programs serving school-age children. Of the 13 special school-age day care programs examined in Region X, nine are based in public school buildings.

The national task force looked at 11 school-based programs in their national sample of 58 programs. Data from both surveys shows that programs using school buildings as facilities for basing school-age care may experience the following kinds of problems**:

-- The joint use of facilities by the school and the after school day care programs, especially the joint use of classrooms, may present serious problems. At the end of each day, day care staff must rearrange furniture and put away all supplies, as well as be sure that nothing important is erased from blackboards or that nothing belonging

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*Ibid., Chapter II. p. 14.

**Ibid., Task Force, Chapter II, pp. 14-19.

00044

to the students is disturbed. This is inconvenient and time consuming for day care staff.

-- Anticipating joint-use problems, school-age care programs may be restricted to classroom space which is not used for any other purpose during the day and which, in many instances, is inadequate for reasonable program flexibility requirements.

-- The facilities set aside for the school-age program and the operating agency responsible for the school-based program--the local school, a division of the school system, or a non-school agency--influence the extent to which day care programs depart from the traditional school model of instruction and social control. When responsibility for operating the program is assigned to the local school and when facilities must be shared with the educational programs, day care tends to follow the school model. As facilities are separated and as administrative responsibility becomes more distant from the school--a separate agency or separate division of the school district--major departures from the school pattern become more likely; and, evidence suggests, children, including older children, attend more regularly and with greater enthusiasm.

-- In some schools vandalism is a problem. As a result, the after-school program may be restricted in the use of special equipment.

-- Some after-school programs must compete with intra-mural sports and other school-related programs for the use of multi-purpose rooms, cafeterias, or gymnasiums.

-- Programs operating in those schools which bus children to and from their homes have the practical problem of rescheduling transportation.

-- Scheduling janitorial services for extended days may present a problem for the schools.

In conclusion, in Region X the school-based model is the most common model for those special school-age programs which have been established to date. Some of these programs have found that getting in to the schools and operating programs in facilities used jointly with the regular school program is not easy. In other instances, the programs have found that available space in some of the older schools is not adequate for the flexibility that is desired for an after-school program. However, there is no doubt that the neighborhood school is and should be a major resource for the development of school-age care programs. The operating agency for such programs may be the really critical factor in their success.

Center-based programs. The National School-Age Day Care Task Force identified three basic kinds of center-based school-age day care programs.* One kind is sponsored by, or operates in the facilities of a non-profit organization which has some kind of national organization with local chapters or affiliates and which usually has recreation or leisure time activities for youth as its primary objective. Organizations in this group include Boys' Clubs, Y's, Scouts, 4-H clubs.

A second type of center-based program has developed locally for the specific purpose of providing day care and may operate programs in local churches, unused buildings, etc. These local private, non-profit day care organizations may also operate programs based in schools or housing projects, etc., and in that respect are really an organizational vehicle for operating programs from a variety of bases. Such local day care organizations are typically sponsored by churches, settlement houses, local day care associations and social service agencies.

Finally, there is a third category of center-based care which is a catch all for those programs based in centers which do not fit into the other two groups. The task force included here day care programs provided by employers for children of employees. Industries which employ large numbers of women and face manpower shortages, such as hospitals, are most likely to provide this service. To date services of this type have been primarily for pre-school children. Also included here are the private profit day care centers which, as the Region X data reveals (see Chapter II) are equipped to serve primarily pre-school children at present.

In the Region X sample of 13 special school-age programs, sponsoring agencies of the first type--non-profit organizations with some type of national organization--operated four of the 13 programs (Boys' Club, YMCA, local OEO Community Action Agencies). Private non-profit day care corporations run six of the 13 programs which base all or part of their programs in public school facilities. The other programs operate in a former fish cannery, an old school converted into a community center and churches. One local 4-C Committee sponsors a program.

The resources of recreation and leisure time agencies have particular potential for the development of school-age day care programs. These agencies have as their mandate to provide services to youth, and they have the facilities--gymnasiums, swimming pools, camps and trained staff to

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*Ibid., Chapter II, pp. 20-28.

provide these services. Further, many of these agencies are located in low-income areas where there are typically a large number of single parent families and/or children with special needs. By adding the required day care services, such as a meal or snack, accountability procedures, referral to other needed services, and, perhaps, an improved staff/child ratio to these programs, a lot of school-age day care needs could be served at relatively small expense.

In conclusion, there are any number of "centers" in which a school-age care program can be based--churches, settlement houses, unused buildings, community centers, and leisure time agencies. A major constraint on the use of these buildings is that they must meet the facility safety standards in the state and federal day care regulations. In two programs of the 13 reviewed in Region X, facility standards have presented major problems and have delayed the opening of programs. In one instance, a school building which the children attended all day was found to fall short of facility standards in the state for "day care centers" and, hence, failed to pass the inspection for licensing as a school-age day care center. In another, a church had to install an expensive fire extinguishing system in its basement classrooms before the building could house school-age "day care".

Family home-based programs. In Region X more school-age children receive care in family day care homes than in any other formal day care setting. The family day care homes must be licensed by the state and meet the Federal Day Care Requirements if they receive federal funds.

Rarely are family day care homes linked to a "system" of homes, nor, particularly to a "system" which is devoted specifically to providing school-age care. In most instances in Region X, the school-age children cared for in family day care homes are the older brothers and sisters of pre-schoolers who receive day care services in these homes. However, there are many features offered by family day care homes which recommend them as solutions for a variety of school-age day care needs:

-- The family day care home setting is more flexible and better suited to accommodate the needs of a child for odd hour, overnight care, or care when the child is ill. Large group or center settings are expensive to equip and operate for this type of care and do not offer the personal, comfortable atmosphere of a home setting.

-- In most instances, family day care homes are located in or near a child's own neighborhood, thereby reducing transportation problems to and from school and permitting neighborhood or school friends to be accessible.

-- If the parent or family day care provider has the time and proper information, the school-age children can take advantage of the variety of other community leisure time and recreation resources available during after school hours without having to have a special "after school day care program" set up to provide this enrichment.

-- The study of family day care homes in Region X revealed that many family day care providers were involved in helping the school-age children with their homework problems, took an interest in the children's school activities and generally provided a parent-like link between the school/home settings.

-- Family day care homes usually serve about six children. As a result, individual attention is possible. This is particularly important to young children--ages six to eight and to children with special physical and psychological needs.

-- Family day care homes are a more cost effective way to meet the needs of school-age children when the number of children requiring care during a given period or in a certain area is too small to justify the facility, equipment, transportation and staff costs of a center-based program. This would be particularly true in small towns and rural areas.

Conversely, there are a number of disadvantages to using family day care homes for school-age care:

-- Since the maximum number of children for which a home is licensed is usually six, the use of family day care homes for school-age day care does not take advantage of the allowable staff/child ratios for these age groups.

-- Unless family day care homes are located in an area near parks or playgrounds or other after school recreational facilities, the funds which the provider receives are inadequate to provide recreational equipment for school-age children.

-- Even if community recreation facilities and activities are available, the provider may be unaware of their existence, and may not have adequate training herself to provide special or "developmental" activities for the children in her care. Lack of information about available resources is a frequent consequence of the isolation of most family day care providers from other providers or from any supportive services.

00048

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The potential for family day care homes as a flexible, adequate and, in many instances, preferred source of care for school-age children has not been realized. Very recently attempts have been made to link family day care homes into systems for school-age care (see Chapter V, Models) which share toys, coordinate provider leave time, provide training, purchase supplies on a group basis, etc. Even such minor "system" linkages as a central referral point or clearinghouse for day care placements, which also serves as an information center to providers on other community resources, would be an addition which could improve the capability of day care homes to deliver school-age care.

In summary, the type of facility chosen for school-age day care should be determined by the type and size of the population needing care and by the availability of community-based facilities of various types. The building safety and space standards of local, state and federal day care requirements should be investigated thoroughly before locating a program in order to avoid initial renovation costs.

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What activities or components should the program provide?

The question of what school-age day care should be depends on factors which are both philosophical and practical. The national School-Age Day Care Task Force arrived at this consensus about what the goals of school-age day care might be:

> "It should care for and protect children, it should reinforce a child's ethnic and cultural heritage while allowing him to become an integral member of society, it should supplement both home and school, it should foster the development of a sense of self-worth and self-confidence and the ability to function independently in his environment, it should make him aware of various life styles and promote respect for individual differences, it should stimulate his cognitive and sensory abilities, it should teach him to work productively with youth and adults and also to work alone, it should help him to work and carry out plans, and it should teach him responsibility for his words and actions."*

It would be hard to disagree that these are admirable and appropriate goals for school-age care. However, there could be considerable disagreement about how to meet these goals. In addition, the particular way that these goals are met--the program design--is dependent upon the very practical constraints of the amount of money available to meet them and the other community resources available--facilities, equipment, and experienced people to put together such a program.

It is relatively easy to design a program costing $10 or $12 per child per day with components which provide a wide range of experiences to children, staffed by people who work well with groups of children and can encourage their development along the lines described in the goal statement above. It is less easy to pay for such a program with currently available funds for school-age child care.

It is for this reason that the community needs and resources survey discussed earlier in this chapter is so very important in designing school-age care programs. Each community group charged with planning should undertake such a survey to determine the specific needs of the group of children to be

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*Ibid., Task Force Chapter III, p. 1.

served and the specific existing resources which could be mobilized. For example, if the schools in an area are not preparing children adequately, then perhaps a strong educational component with a non-school format should be a priority component or a tutoring program. If this is not a problem, then perhaps recreational components should be emphasized. If only one third of the parents in the target group leave for work before the children leave for school; but two thirds of them are required to work evenings until 9:00, then a breakfast component may not be a priority or perhaps the school itself should be encouraged to provide a breakfast program. Given a limited amount of money, it may be more important to parents that there be a full day summer program available which costs about twice as much as an after school program--than any before or after school program. If the school, the family, or some other community agency is providing for a child's health care needs, a health component may duplicate rather than supplement existing services.

In all instances there are trade offs which must be made and needs which will not be met. It may be most realistic to assume that the basic requirement of a school-age program is that it provides adult supervision for children who otherwise would be totally unsupervised for several hours each day. Then, it may be a healthy exercise for planners to work backwards from some realistic cost per child as they develop the program component by component around existing community resources.

In summary, a school-age day care program should be tailored to the specific needs of the population to be served and to the community in which it will be located, making best use of resources available to reduce costs. The program may resemble or be a part of already existing community activity programs for school-aged children; but with the minimal added features of required staff/child ratios, accountability procedures, and the provision of a nutritious snack.

What state or federal requirements apply to school-age care programs?

Each state has day care licensing statutes or regulations which specify the types of programs that are considered to be "day care" and, therefore, must be licensed or certified by the state in order to operate legally. The federal government also has a set of requirements for facility safety and program standards which must be met by any "day care" program receiving federal funds from whatever federal source. Some cities and towns have local zoning restrictions and code requirements which pertain to facilities used for day care. These local restrictions vary from city to city and must be investigated locally by the persons interested in operating a day care program.

The following paragraphs, taken from the day care licensing requirements of the four Region X states and from the current and proposed Federal Day Care Requirements, specify when a program serving children must be certified or licensed as "day care" and, hence, meet the applicable requirements.

Oregon

In Oregon, any facility where children are in care for four or more hours per day must meet Oregon's day care regulations and hold a valid state certificate of approval.

This does not include the following:

-- Facility providing care that is primarily educational, unless provided to a pre-school child for more than four hours per day.

-- Facility providing care that is primarily supervised training in a specific subject, including but not limited to dancing, drama, music or religion.

-- Facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.

-- Facility operated by a school district, political subdivision of the state or a governmental agency.

00052

Washington

In Washington, any facility which regularly provides care, whether for compensation or not, to a group of children for less than 24 hours a day is to be licensed by the State Department of Public Assistance.

The requirements do not apply to:

-- Nursery schools or kindergartens which are engaged primarily in educational work with pre-school children and in which no child is enrolled on a regular basis for more than four hours per day.

-- Parents who exchange care of one another's children on a mutually cooperative basis.

-- Facilities providing care for children for periods of less than 24 hours whose parents remain on the premises to participate in activities other than employment, for example, nurseries in bowling alleys.

-- Any agency having been in operation in this state 10 years prior to March 6, 1967, not seeking or accepting monies or assistance from any state or federal agency, and supported in part by an endowment or trust fund.

-- Seasonal camps of three months or less duration engaged primarily in recreational or educational activities.

Alaska

In Alaska, any establishment providing care and services for any part of the 24 hour day for any child not related by blood or marriage to the owners or operators must be licensed by the state.

This has been interpreted to exclude:

-- Any establishment whose primary purpose is educational rather than child care. Thus, such facilities as kindergartens and nursery schools would not be subject to these regulations.

-- Any home which is not regularly in the business of providing day care services to children, but is caring for children temporarily to accommodate a friend or neighbor.

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Idaho

The Idaho Child Care Licensing Act applies to the care of children under 18 years of age and requires the licensing of day care homes and day care centers, places providing care to a child or children not related by blood or marriage for all or part of the 24 hour day.

Federal Interagency Day Care Requirements (FIDCR) of 1968

Any pre-school or school-age day care programs receiving funds under any of the following programs must meet the 1968 FIDCR requirements:

-- Title IV of the Social Security Act
   Part A - Aid to Families with Dependent Children
   Part B - Child Welfare Services
   Part C - Work Incentive Program

-- Title I of the Economic Opportunity Act - Youth Programs.

-- Title II of the Economic Opportunity Act - Urban and Rural Community Action programs.

-- Title III of the Economic Opportunity Act
   Part B - Assistance for migrant and other seasonally employeed farm workers and their families.

-- Title V of the Economic Opportunity Act
   Part B - Day Care Projects.

-- Manpower Development and Training Act.

-- Title I of the Elementary and Secondary Education Act (Programs funded under this title may be subject to these requirements at the discretion of the state and local education agencies administering these funds.)

These requirements cover all day care programs and facilities used by the administering agencies which receive federal funds, whether these facilities are operated directly by the administering agency or whether contracted to other agencies. Such programs and facilities must also be licensed or meet the standards of decency applicable to the state.

Waiver clause. Requirements can be waived when the administering agency can show that the requested waiver may advance innovation and experimentation and extend services without loss of quality in the facility. Waivers must be consistent with the provisions of law. Requests for waivers should be addressed to the regional office of the federal agency which is providing the funds. Requirements of the licensing authority in a state cannot be waived by the federal regional office.

Proposed 1972 Federal Day Care Requirements

Any day care operator or facility which receives federal funds for the care of children either directly or indirectly through:

-- Grant
-- Contract
-- Reimbursement of expenditures
-- Vender payment
-- Voucher
-- Fees made possible by income disregard

must meet the 1972 requirements. The administering agency must insure that all operations and facilities which are established, operated or supported with federal funds meet these requirements.

Excluded from these requirements are accredited educational facilities, health facilities and mental health facilities in their provision of educational or health services. When, however, such facilities operate day care programs not primarily for health or educational purposes, such facilities are covered under these requirements.

Any program which meets the above definitions of "day care" must meet all of the local, state and federal requirements (when federal monies are involved) pertaining to day care settings. Local requirements relate primarily to aspects of facility location and facility safety. Individual state and federal requirements relate both to safety aspects of the day care setting and to specific program features and staff qualifications. Unless a legal waiver is somehow obtained, school-age day care programs currently must meet all of the criteria for licensing which apply to pre-school programs. If Title IVa or other federal monies for day care are not being sought to provide funding for a school-age care program, it is possible to put together a program which serves many of the parent and child needs for supervision under the guise of "recreation" or "education" rather than day care. This type of program, which, for example, could operate at a higher

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staff to child ratio than a day care program might be particularly well suited to the school-age populations of middle and upper income neighborhoods where parent fees rather than state welfare or federal child care payments could be used to support such an "education" or "recreation" program. Also, in marginally poor neighborhoods which may have families slightly over the eligibility income for public child care support, such "recreation" or "education" programs tailored to the needs of parents for child supervision and accountability for a few hours daily could fill a great need relatively inexpensively.

However, given the possibility that some form of national welfare reform legislation might be adopted or that federal child care monies will continue to be available through Title IVa, those programs which receive funds to provide school-age "day care" services will have to meet the local, state and federal requirements which apply to day care programs.

The major cost factor in operating day care programs is personnel. Thus an important consideration in planning the size and scope of a school-age day care program must be the cost of the personnel required to staff the program. At present most recreation, park department, intramural and non-school sports programs which serve school-aged children do not have to meet specific staff/child ratios in order to operate legally. For example, the number of recreation supervisors placed in a local park to run the recreation program may be determined by the size of the park, the city's budget limitations, or by rule-of-thumb ratios developed within the context of recreation planning, rather than day care planning. As a result, programs currently offering services to youth which may have excellent facilities, may find that their present staff ratios are too low to qualify as "day care" programs.

On the other hand, in the home care settings, which are the most flexible and frequently used formal day care settings for school-age children at present, allowable staff/child ratios of 1:10 or 1:20 don't make much difference since the maximum number of children for which a home can be licensed is usually six. Required space requirements/child also limit the number of children which can be served in these settings.

The following paragraphs from the day care licensing requirements of the four Region X states and from the current and proposed Federal Day Care Requirements specify the required staff/child ratios for day care programs serving school-aged children.

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Oregon

One teacher for 15 children; or one teacher and one assistant for a group of 16 through 29; or one teacher and two assistants if the group exceeds 30.

Washington

Centers. There shall be a minimum ratio of one child care staff on duty for each group of the children or major portion (six or nine) of such number of children on the premises.

Homes. A family day care home shall not be licensed for more than 10 children including the day care mother's own children under 12...before and after school care for periods of not more than three hours shall be disregarded in the count of children for which a day care home may be licensed, provided the total number of children under 12 does not exceed 10 on the premises at any given time.

Idaho

Centers. The maximum number and the age group called for shall be determined by the physical facilities and staffing together with the experience and skill of the operator....Teenage children of the operator need not be counted. In groups of pre-school children, there shall be at least one adult for every 10 children. (No specified ratio for school-age children.)

Homes. The number of children under care at one time shall be limited to not more than six, including those of the day care mother. Of the six, not more than four shall be day care children. Teenage children of the day care mother need not be included in the total of six provided that adequate care and attention can be given all without overburdening the mother.

Alaska

Centers. The ratio of staff to children shall be one person for each group of 10 children or fraction thereof, with a minimum of two staff members.

Homes. One person for not more than six children at any one time.

Federal Interagency Day Care Requirements of 1968

Centers. Six through 14 years. No more than 25 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 10 to 1.

Homes. Not more than 12 children per group, but the child/staff ratio never exceeds 6 to 1.

Proposed 1972 Federal Day Care Requirements

Centers. In a day care center, the ratio of caregiver hours to child hours equals or exceeds one caregiver for each:

10 children - age 54 months through 71 months
13 children - age 6 years through age 8
16 children - age 9 years through age 11
20 children - age 12 years through age 14

Homes. In a family day care home there is at least one caregiver for each six children.

In conclusion, in planning to meet the needs of parents for the supervision of their school-aged children, an early examination of the legal requirements and restrictions on the operation of "day care" programs should be made.

None of the sets of standards are so clear or so specific in all areas that there isn't room for some debate over their interpretation. As more school-age care programs are developed, issues related to the appropriateness or interpretation of state or federal standards in the context of school-age day care programming undoubtedly will emerge and form the basis for future modifications in the standards as they apply to older children's programs.

What resources are available to fund the program?

The major source of funds for the operation of special school-age day care programs in Region X has been the federal monies for day care available under the Title IVa amendment to the Social Security Act. Since September, 1969 these funds have been available on a three to one matching basis to public and private non-profit organizations for the operation of child care programs. Eleven of the 13 special school-age programs in Region X reviewed during this study depend on Title IVa monies as their primary funding source (see Chapter 2, Table 3.)

When the lid on spending under Title IVa was announced in the fall of 1972, the impact on the special school-age programs in Alaska, Washington, and Oregon was tremendous. In Alaska, the Juneau 4-C school-age program closed its doors as of November, 1972. In Oregon, programs which had been operating with no parent fees in low income neighborhoods had to develop sliding scale fee schedules. The state day care staff had to reconsider the maximum daily rates for before and after school programs. In Washington, program directors interviewed were searching for alternative funding sources without much success.

The local matching monies which have been used in combination with the Title IVa monies in Region X have come from such sources as the United Fund, CAP agencies, Model Cities, parent fees and church contributions. As federal support for Model Cities Programs is phased out and as OEO programs are spun off or closed, these sources will no longer be available for use in child related programs.

In-kind staff, facilities, or supplies donations--which are not eligible for inclusion as matching resources under the Title IVa formula--have been contributed to operating programs by local school districts, Model Cities programs, youth leisure time agencies such as Boys' Clubs or YMCA's, churches, local housing authorities, local park departments and local service clubs such as the Rotary Club. The Neighborhood Youth Corps has provided staff support for school-age day care programs, particularly during the summer.

Another funding source which has been used to support special school-age day care programs is authorized under Title I-M of the Elementary and Secondary Education Act, which provides federal funds specifically for services to migrants. OEO also has provided monies in this Region for migrant day care services, including services to school-age children. The

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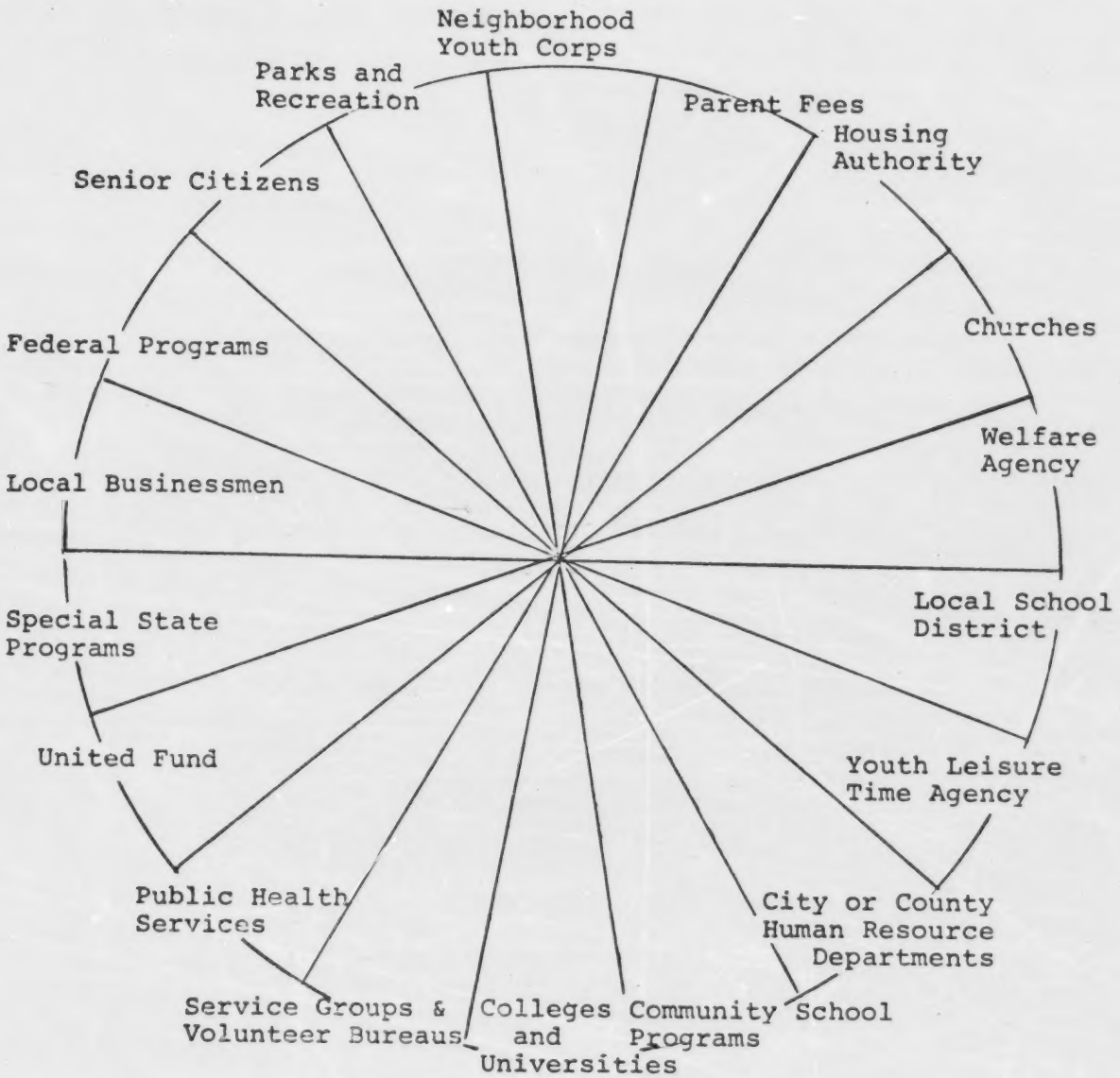
EXHIBIT 1

POTENTIAL RESOURCES FOR SCHOOL-AGE DAY CARE



State of Washington has funded some migrant day care programs serving school-aged children with special state monies authorized under a bill to serve the Urban, Rural and Racial Disadvantaged (URRD).

Most of the special school-age programs take advantage of the Department of Agriculture's reimbursement program to cover all or part of the expenses for the food used in the program.

Although several other federal sources appear to have potential as sources of funds to operate programs for school-aged children, these sources are essentially unexplored so far as we are able to determine on the basis of experience in Region X. The most complete handbook outlining all federal programs which may provide funds for day care projects is published by the Women's Bureau of the Department of Labor. It is entitled "Federal Funds for Day Care Projects" Pamphlet 14 (Revised), 1972, and may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $1.00. Appendix B, includes capsule summaries of those federal programs which appear to have potential as funding sources to provide "day care" supervision for school-aged children.

No one is yet sure what the impact of revenue sharing will be on the human service areas which have been cut back in their support by direct federal programs. It would seem that, if school-age care programs can be put together which maximize the use of community resources--city parks, youth-serving agencies, volunteer program resource persons--that the city or county could be looked to to provide some revenue sharing funds for administration or other overhead costs which add to the daily cost per child. If daily costs could be kept down by making efficient use of resources that exist, rather than "purchasing" separate resources and setting up parallel or duplicate programs, reasonable day costs could be borne by those current state/federal monies available, in combination with parent fees.

Local in-kind contributions will always be important in reducing the day-to-day cost of program operations. It is difficult, however, to support an ongoing program by piecing together local contributions as the primary source of support.

In lieu of unlimited sources of federal, state or local money to support child care programs, the most likely way that such services can be created and sustained is to design programs which make use of existing resources in the most efficient way possible. This may mean that "comprehensive" program goals have to be modified until more operating resources become available.

Who will be needed to staff the program?

Staffing for a year-round school-age day care program is handled in various ways by the programs in Region X. Staff requirements vary with the scope and emphasis of the programs. Those large programs requiring administrative coordination of several staff at several locations, of course, require someone with administrative experience to direct them. Several directors of very small programs which rely heavily on federal funds for their survival commented that without the considerable paperwork involved in reporting and preparing budgets and funding proposals for local and federal monies, the job requirements could be much lower.

In the school-based programs which made up a majority of those identified in Region X, the sponsoring agency or organization had a lot to do with who was used to staff the program. Initially, programs operated by local school districts may try to use regular teachers to work overtime as "teachers" in the after school program. This idea is usually abandoned, both in Region X and in the national sample for several reasons: Schools frequently find that the teachers, who already have worked a full day, are often too tired to do a really good job. Further, even if teachers in the district can be found who aren't working full time, accredited teachers have been found to be both too expensive and not necessarily the best for the program. They frequently adopt a more formal classroom approach than is appropriate or enjoyable for the children.

Several programs have had great success with college students in these jobs. The odd hour work schedule--early morning, late afternoon--can often be worked into the students' class schedule.

Another group of programs use low income community residents as staff. Staff turnover in these programs is generally quite low and success has been good.

Most school-age programs make use of volunteers or Neighborhood Youth Corps (NYC) teens in some capacity. In Region X, NYC teens have been used as tutors, recreation supervisors and aides, particularly during the full day summer periods. Experience with NYC teens has been uneven in the programs reviewed.

The programs reviewed were evenly divided as to the difficulty which the before and after school split shift schedule causes. Several programs found it easier and more economical to hire

00062

aides on an hourly basis for the two or three morning hours. The afternoon program is then staffed by regular half-time staff who work full time during the summer.

Recreation skills and experience, such as is gained in park department programs, have been found to be useful.

In summary, unless a program is directed at children with particular behavior problems requiring special staff skills, resources for staffing school-age day care programs can be found in a number of groups:

-- School Teachers

-- School or Day Care Aides

-- College Students

-- Community Residents

-- Neighborhood Youth Corps Workers

-- Vista Volunteers

-- Parents

-- Recreation Aides

-- Anyone with special skills of interest to children, e.g., crafts, dancing, music, art.

CHAPTER V

SOME RECOMMENDED MODELS FOR SCHOOL-AGE CARE PROGRAMS

The school-age program models which have been developed in this Chapter are based on the following assumptions:

1. There is no one best system or program for meeting the needs of school-age children for extra-parental care.

2. The key element in designing cost effective "day care" programs for school-age children is an initial analysis of community needs for such services and of community resources for delivery of the services.

3. The models outlined here are "minimal" models. They are based on the following assumptions:

   -- The primary objective of out-of-school care for school-age children is supervision.

   -- The most cost effective way to provide out-of-school care is to make use of and expand existing community resources rather than to create separate and parallel programs.

4. The ability to offer a variety of components which would make school-age care programs more "comprehensive" is dependent upon the existence of resources beyond those required to provide supervision. Given the required resources, any of the models can be expanded to provide a more "comprehensive" program.

1

RECREATION AND LEISURE TIME PROGRAM COORDINATION MODEL

MODEL ASSUMPTIONS:

-- School-age children, particularly in the 12 to 14 age group have needs which make traditional day care settings--pre-school centers and day care homes--less appropriate and less appealing than they are for younger school-age children.

-- The most cost effective way to meet the after school supervision needs of this age group is to expand and coordinate the programs of existing youth and leisure time agencies rather than to set up parallel programs in communities where adequate recreational facilities exist.

APPROPRIATE GROUPS SERVED BY THE MODEL:

-- Junior high school-aged children (12 to 14 years) of working parents.

-- Foster children with special needs.

-- Participants in community based probation programs for juveniles.

-- School-aged children from low-income families receiving child care assistance payments.

-- Other children from broken or troubled families who would benefit from the activities and role models offered by activity programs.

FEATURES OF THE MODEL:

-- Designation of elementary or junior high "feeder" schools which serve a large number of children from low income families or from single parent families as "target" school-age care populations.

 00065

-- Placement of an After School Program Director and Administrative Assistant in a local branch of the program's operating agency, e.g., YWCA, Boys' Club or in the school itself.

-- The After School Program Director is responsible for developing cooperative agreements with community-based leisure time agencies and other organizations capable of providing after school programs of interest to various age groups in their facilities.

-- Responsible to the Director are After-School Program Coordinators situated in each school in the "feeder" system. These coordinators are responsible for identifying after-school participants by working with school counselors, parents, juvenile probation officers and the students themselves. Coordinators work with the Program Director and students to develop each participant's weekly activity schedule for six or eight week blocks of time. On a daily basis, Coordinators are responsible for maintaining the daily sign-in sheets for participants, for setting out the afternoon snack, and for collecting attendance slips signed by the leisure time program supervisor each day. Further Coordinator duties might include recruiting and supervising volunteer tutors from within the junior high school student body and the community at large to work with students in an after school tutoring program based in each junior high library or classroom.

-- Each day busses pick up students from their schools and drop them off at the community agencies offering the after-school programs which they have chosen. On the return trip at about 5:30 or 6:00 p.m., the busses pick up the participants and return them to their schools.

-- All sliding scale parent fees and state child care payments are paid to the operating agency. Based on the number of participants who choose the programs offered by each of the leisure time agencies, these agencies receive payment for the services provided on a per child basis. The after school program's Administrative Assistant is responsible for attendance record keeping, voucher preparation, parent fee records, agency payment records and USDA reimbursements.

-- The product of this effort is a "system" of after school activities particularly suited to junior

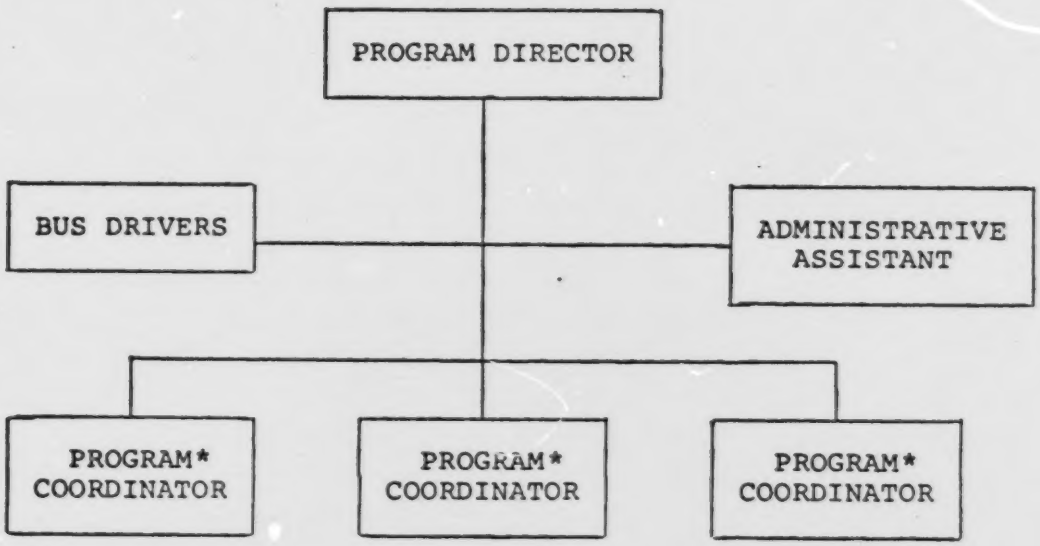
high students--swimming, active sports, crafts, community volunteer service opportunities, tutoring, vocational education--held in the facilities of community-based leisure time agencies, ethnic cultural centers, hospitals (volunteer programs), schools (community schools projects), etc. Accountability for children in this program is achieved by daily student responsibility for sign-in, return of a slip signed by the activity program supervisor, and round trip transportation provided by the program. Each participating activity program would have to guarantee at least a 1:20 supervision ratio (Re: 1972 FDCR). Fees collected for the "child care" services would be paid to participating agencies on a per capita basis to defer the costs of staff and program supplies and to provide incentives for the agencies to offer competitive programs of interest to the adolescents they serve.

SOME OPERATING AGENCY OPTIONS:

-- *Local School Districts.* Specifically, using supervision from school's office of special programs, the After School Program Director and Administrative Assistant would be located in one junior high school feeder school. The Director would supervise the activities of the After School Program Coordinators and the transportation component.

-- *Community-based leisure time agencies or community centers*, e.g., Boys' Club, Parks Department, YM or YWCA's. The After School Program Director and assistant would be located in the branch office of the community based agency or organization most centrally located to the schools in the "feeder" system. The After School Coordinators--employees of the operating agency--would be based in each junior high school of the system.

STAFF REQUIREMENTS:



*One per junior high school in "feeder" system.

-- Program Director. The Program Director must have experience in administering and/or supervising a child-oriented program. A Bachelor's degree is preferable. One year of experience in program administration/supervision may substitute for one year of college. Recommended salary range: $700 to $750 per month depending on experience and size of program.

-- After School Program Coordinator. The Program Coordinator must have at least two years of college work or the equivalent in experience working with adolescents. One year of experience may substitute for one year of college. Recommended salary range: $2.50 to $3.25 per hour daily during the school year.

MAJOR COST FACTORS:

Cost Assumptions

-- The program operates for 180 half days and 71 full days per year.

-- There are 180 children participating, or 60 from each of three schools.

-- The cost of food is reimbursed by the USDA @$.15/ breakfast (leaving about $.10 net cost to the program); @$.10/snack (leaving about $.05 per snack net cost to the program); @$.30/lunch during the full days only (leaving about $.35 net cost to the program).*

-- The school space used by the program is an in-kind contribution.

-- The program pays leisure time agencies an average of $.75 per day per child for the after school program and $2.00 per full day per child for the summer program.

-- An overall ratio of staff per children of 1:20 (1972 FDCR), is maintained by the leisure time agencies.

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
Program Director full time @$725/month and Admn. Ass't. half time @$500/month plus fringe @12%.	.28	.28
Three Program Coordinators, average five hours daily @$2.80/hour plus fringe @12%.	.26	.26
Transportation @$1.00/week/ child.	.20	.20
Food @$.15/snack less $.10 USDA = $.05 cost per snack.	.05	.10

*Requirements for Type A lunches under the Special Food Service Program (Section 13 of the National School Health Act) requires adult size portions be served to children 12 and over.

00069

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
Food @$.25/breakfast less $.15 USDA = $.10 cost.	--	.10
Food @$.65/lunch less $.30 USDA = $.35 cost.	--	.35
Program costs paid to leisure time agencies @ average of $2.00/day for full day; $.75/day for after school care.	.75	2.00
Three Cooks/Aides for full day program--breakfast/ bag lunch/snack preparation-- average five hours daily @$2.80 per hour plus frunge @12%.	--	.26
TOTALS	$1.54	$3.55

Average annual cost per child per day = $2.11
(180 ½ days x 1.54 + 71 full days x 3.55 ÷ 251 days total = $2.11.)

Average annual cost per child = $529.61.

POTENTIAL FUNDING SOURCES:

-- Title IVa matched with local monies.*

-- Title I Elementary and Secondary Education Act.*

-- Title III of the Juvenile Delinquency Prevention and Control Act of 1968.*

-- United Givers Fund.

-- County/City Revenue Sharing child care allocation.

-- Parent Fees.

*See Appendix B.

 00070

ADVANTAGES/DISADVANTAGES OF THIS MODEL:

Advantages

-- Makes maximum use of community-based leisure time recreational and educational facilities and resources to serve the needs of school-age children for supervision and leisure time activities.

-- Avoids duplication of services or the under utilization of such agencies designed and funded to provide youth programming.

-- Provides these agencies a supplementary source of revenue through the per capita allotment of all or a portion of "day care" payments from federal or state sources and parents to the agency providing the program resources. (Scarcity of outside funding is a factor which currently limits the program offerings of these agencies.)

-- Supports an increasingly popular and reasonable notion in human services delivery, namely that the most cost effective way to deliver services is to integrate currently independent and often parallel program efforts to meet service needs rather than to create separate, categorical, and often duplicative programs to meet one specific need.

-- Gives adolescents a choice to participate in those activities which interest them most, rather than confining them to the necessarily narrower offerings which could be offered by any one program.

-- Permits adolescents requiring after school supervision to participate with peers in such things as after school intramural sports, scouts, etc., so long as they have the project supervisor's daily acknowledgment that they were present during the after school period.

-- Could be expanded into a full day summer program with the cooperation of local leisure time agencies.

-- Low start-up costs since all equipment and supplies belong to the cooperating agencies.

Disadvantages

-- Successful development of such a program requires the commitment and cooperation of community agencies which may not see their appropriate role as one of "accountability" for youth. In most leisure time agencies and parks departments, an effective sanction against unruly behavior is the ability of the recreation supervisor or other staff member to request the misbehaver to leave the building or park until he can behave in a non-disruptive manner. In programs which agree to provide supervision for participants during a given time period, this option is not open.

-- This model should be used in conjunction with features of the Home Care Services Coordination Model so that it can serve the needs of ill children or those with special needs which are not met in such group activity settings.

COMMUNITY SCHOOL 2 BASED MODEL

MODEL ASSUMPTIONS:

-- Communities which do not have a variety of youth leisure time and recreation facilities available, do have citizens with skills and talents which are valuable as resources for children after school and during the summer.

-- The neighborhood school is the "natural" community facility to serve as the focal point for coordinating school-age care needs and resources.

-- Those schools which have an ongoing Community School Program are preferred sites for the initial development of projects which mobilize community resources to provide low-cost programs for school-based care.*

APPROPRIATE GROUPS SERVED BY THE MODEL:

-- School drawing areas with a high proportion of single parent families or families in which both parents work or are out of the home.

-- Small towns or communities which do not have many neighborhood-based youth leisure time agencies.

-- Schools which have active Community School Programs.

FEATURES OF THE MODEL:

-- In schools with active Community School Programs, an initial questionnaire is sent home to parents to determine whether they would use an after school

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*As of January, 1973, there were 96 schools or school districts which have active Community School Programs staffed by a full or part-time Coordinator in the four states of Region X.

00073

and summer Community School Day Care Program for their school-aged children.* If parent interest is significant, a non-profit community day care corporation can be formed (as an activity of the Community Advisory Council) or a private community agency which already operates community-based programs can be approached to serve as the vehicle for receiving state/federal funds and parent fees for staff support.

-- A School-Age Day Care Coordinator is assigned to an elementary or a junior high school. It is the responsibility of the Coordinator to enroll children in the after school program and to work with parents. Further, the Coordinator works with school health, teaching and counseling staff and assists the Community School Coordinator in scheduling after school activities. It is also the Coordinator's responsibility to supervise the After School Program Aides.

-- Depending upon the ages of the school-aged children in care (and the state or federal standards which apply), one After School Program Aide per 10-20 children would be hired on an hourly or part-time basis to sign the children in each day, to provide supervision during the various afternoon programs and to prepare and set out the afternoon snack.

-- Working with the Community School Coordinator, the School-Age Day Care Coordinator would help develop programs--on the basis of parent, student and school staff input--which are of interest to the program participants. Resource persons for these afternoon programs would be identified from within the community and would be volunteers--as is now the case with program offerings of community schools. Activities--which would be pre-scheduled on a weekly, monthly or quarterly basis--would be carried out in the school building and the neighboring community as appropriate. Depending upon the school space made available for afternoon programs, such leisure time programs as arts, crafts, cooking, sewing, indoor and outdoor recreation could be offered. In addition, a volunteer tutoring program, story telling, discussions, etc.

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*The primary difference between this type of program and after-school programs normally run in Community Schools is that, in order to qualify for state/federal day care funds, child accountability must be assured, an afternoon snack must be served and a required staff/child ratio maintained. Under the 1972 FDCR, the "staff" cannot be volunteers.

 00074

might be included as well as visits from persons of interest in the community, community improvement projects, etc.

-- The product of this effort would be a low cost program which assures adequate non-volunteer supervision of children, nutritious daily meals and snacks (meeting the 1972 FDCR), and a variety of special activities provided by community volunteers as a part of an already existing Community School Program. Depending upon the scope of Community School summer and evening activities, the program could be expanded to a full day summer or evening program.

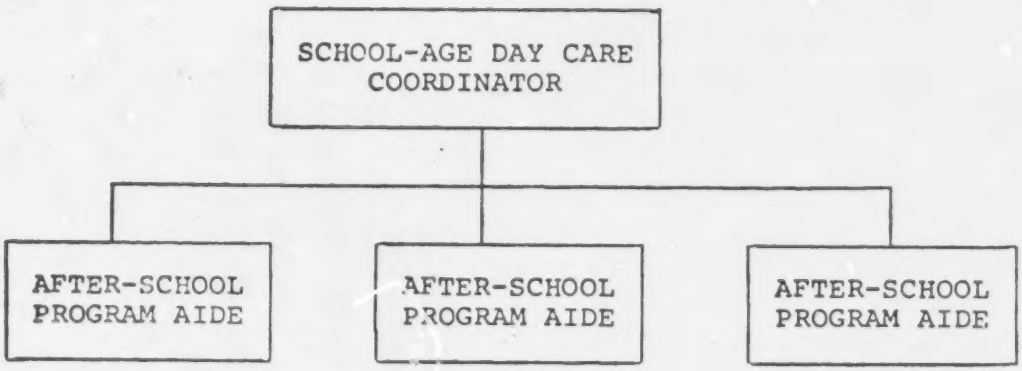
SOME OPERATING AGENCY OPTIONS:

-- School districts. Specifically, supervision could be provided by the Community School Coordinator.

-- Community leisure time agencies.

-- Non-profit community day care corporation.

STAFF REQUIREMENTS:



00075

-- School-Age Day Care Coordinator. The Coordinator should have a high school diploma plus supervision experience in youth recreation or other youth programs or currently enrolled in a college education or recreation program. Good organizational abilities and tact in interpersonal relations is important. Recommended salary range: $550 to $625 per month, six hours daily (12:30 to 6:30) and full day holidays and vacations.

-- After School Program Aide. A program aide should be a resident of the community in which the program is operating. No formal educational qualifications are required, but the Aides should have some previous experience working with elementary or junior high school students and have skills in tact and interpersonal relations. The Aide is responsible for supervising children in the buildings and on the playgrounds and assisting in tutoring and recreational activities. Recommended salary range: $1.80 to $2.20 per hour, four hours daily and full time holidays, vacations and summers.

00076

MAJOR COST FACTORS:

Cost Assumptions

-- The program operates for 180 half days and 71 full days per year.

-- There is a regular program enrollment of 60 children.

-- The cost of food is reimbursed by the USDA @$.15/ breakfast (leaving $.10 net cost to the program during the summer period only); $.10/snack (leaving $.05 per snack net cost to the program); $.30/lunch during the full days only (leaving $.35 net cost to the program).

-- An overall ratio of aides/students of 1:15 is appropriate for the age mix of this program, e.g., some children in the six to eight age range (1972 FDCR = 1:13) and some in the nine to 11 range (1:16).

-- The school has an active Community School Program which is able to recruit adequate voluntary program support from the community.

-- The school space used by the program is an in-kind contribution.

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
School-age day care Coordinator @$575/month plus fringe @12%.	.50	.50
Four Program Aides @$2.00/ hour plus fringe @12%, four hours daily (180 days).	.59	--
and		
@$2.00/hour plus fringe @12%, eight hours daily holidays, vacations, summers (71 days).	--	1.19
Food @$.15/snack less $.10 USDA = $.05 cost per snack.	.05	.10

00077

Program Cost Factors	School Year Daily Cost/Child	Full Day and Summer Daily Cost/Child
Food @$.25/breakfast less $.15 USDA = $.10 net cost.	--	.10
Food @$.65/lunch less $.30 USDA = $.35 net cost.	--	.35
Consumable supplies @$35.00 per school year per child to supplement available school equipment and for special craft programs.	.19	--
Special summer program supplies, equipment and admission fees @$35.00 per child.	--	.58
Transportation for special field trips @$1.00 per week for 12 week summer session.	--	.20
Cook/Aide for full day program, breakfast/bag lunch/snack preparation, average five hours daily @$2.80 per hour plus fringe @12%.	--	.26
TOTALS	$1.33	$3.28

Average annual cost per child per day = $1.88
($1.33 x 180 half days + $3.28 x 71 full days ÷ 251 days/year = $1.88 average cost per child per day.)

Annual cost per child = $471.88.

POTENTIAL FUNDING SOURCES:

-- Title IVa matched with local monies.*

-- Title I Elementary & Secondary Education Act.*

-- County/City Revenue Sharing child care allocation.

-- Parent Fees.

*See Appendix B.

00078

ADVANTAGES/DISADVANTAGES OF THIS MODEL:

Advantages

-- Takes advantage of the precedent of the after school use of school buildings by integrating the day care program with ongoing Community School Programs.

-- Offers a low-cost community-based care program for school-aged children which meets the federal staff/child ratios and nutrition requirements while taking advantage of community volunteers to provide program enrichment.

-- With a few modifications, the model could be extended to meet the care needs of children whose parents work evening and summer hours where the Community School Program offers evening and summer activities.

Disadvantages

-- Assumes the ability of Community School Programs to actively involve community volunteers in regular after-school program activities.

00079

FAMILY DAY CARE SERVICES COORDINATION MODEL

MODEL ASSUMPTIONS:

-- There are adequate existing or potential day care homes to meet the needs of school-age children for supervision during the school year in most low and middle income neighborhoods.

-- The major task required is identification and coordination of child care needs with existing resources.

-- The neighborhood school is the "natural" community facility to serve as the focal point for coordinating school-age care needs and resources.

-- A neighborhood resident who has experience working with the community and its resources is a valuable resource for staffing such an effort.

-- Licensed family day care homes and certified in-home providers offer the most cost effective, flexible and responsive base for the development of a school-age care system, particularly for children ages 6 to 11.

APPROPRIATE GROUPS SERVED BY THE MODEL:

-- School drawing areas with a high proportion of single parent families or families in which both parents work or are out of the home.

-- Areas with concentrations of parents who have unskilled or semi-skilled jobs requiring evening and night-time shifts and weekend and holiday work hours.

-- Small towns in which the number of school-age children requiring after school supervision may be few and spread out, making a centralized program less practical.

-- School-age children who become ill with short-term childhood illnesses which would normally require a parent to stay home from work.

-- Before and after school care needs for children whose parents work a standard eight hour day. Particularly appropriate for children from six through 11 years old.

-- School-aged children with special physical or psychological needs which are better served in home settings.

FEATURES OF THE MODEL:

-- Designation of elementary "feeder" schools which serve a large number of children from low income families or from single parent families as "target" school-age care populations.

-- Placement of a local neighborhood resident in at least one feeder school building as a School-Age Day Care Coordinator providing services to from one to three elementary schools in the area.

-- Coordinator serves as a neighborhood-based information and referral point for parents and providers and local resource developer for school-age care services. The Coordinator's role is one of liaison between local licensed day care homes, school service personnel (e.g., counselors, health aides), community school programs, community based recreation agencies and parents in need of child care services.

-- Coordinator is responsible for identifying (through state day care licensing workers) and maintaining up-to-date lists of all licensed day care providers and the number of slots available per day care home in the geographic drawing area of the "target" schools. The Coordinator is also responsible for recruiting additional providers for school-aged care as needed.

-- Coordinator must be available by phone to parents, providers and caseworkers needing day care placement slots each weekday for referral or arranging substitutes in the case of provider illness.

-- Coordinator maintains up-to-date lists of school-aged children receiving regular after school care through this network of providers and makes these lists and a list of the care provider's name and telephone number available to the school periodically to assure that the school is informed of the day care placement of a child (re: 1972 FDCR).

 00081

-- Coordinator acts as a local advocate for the development of various free after school activities by neighborhood churches, YM and YWCA's, the schools, etc., in which children from the day care homes can participate.

-- Coordinator informs parents and providers of available after school activities for school-aged children through the vehicle of the local PTA newsletter, neighborhood newsletter, etc.

-- The product of this effort is a loosely-linked, neighborhood-bounded "system" of licensed day care homes and in-home providers whose services are supplemented by existing leisure time programs in the community. The providers--according to their own preferred service hours--are available to meet the needs of children for care and supervision before and after school, at odd hours, evenings, overnight, on holidays, during summer vacations, and in case of short-term childhood illnesses which prevent them from attending school. This "system" of licensed providers is supplemented by existing programs in the community designed to meet the leisure time needs of school-aged children, e.g., intramural sports, Boy's Club, scouting, parks and recreation programs. Participation in these programs away from the care setting is permitted with parents' written permission, and requires a standard slip signed by the leisure time project supervisor, e.g., scout leader, and returned to the care provider at the end of each day's activities.

-- Each neighborhood system would have a "flying squad" of state certified in-home care providers who have been given some basic first aid and health education training. At the request of parents, the School-Age Care Coordinator refers the parent to an in-home provider available to come into the child's own home for a day or more to care for a child who is ill with a "normal" short-term childhood illness or an injury requiring home care.

-- The day care providers in the system receive payment directly from the state welfare department or from parents for odd hour, evening, overnight, or week-end care or for in-home for ill children. However, the Coordinator is responsible for identifying several family day care home providers in the neighborhood who are interested in limiting the children in their care to those between the ages of six and 11. These providers would be paid on an

hourly basis of $2.25 per hour to care for between four and six children during the hours of 2:30 or 3:00 until 6:00 or 6:30 daily and all day on school holidays and school year vacations. They would be employees of the operating agency and the funding agency would pay a flat rate for the "slots" available in these homes. Private pay parents would pay this same rate per child for this regular after school care. The number of special school-age day care homes probably would have to be expanded to accommodate the number of children requiring full day summer supervision.

SOME OPERATING AGENCY OPTIONS:

In this model the "operating agency" would be the organization responsible for administering funds to pay for the School-Age Day Care Coordinators and for supervising their activities. There are several options here:

-- *State social services departments.* Specifically, the state day care licensing agency could provide supervision for state employed School-Age Day Care Coordinators through the local Day Care Licensing Supervisors. This arrangement would provide improved state coordination of licensed child care facilities and improved local mechanisms for state day care needs assessments and planning.

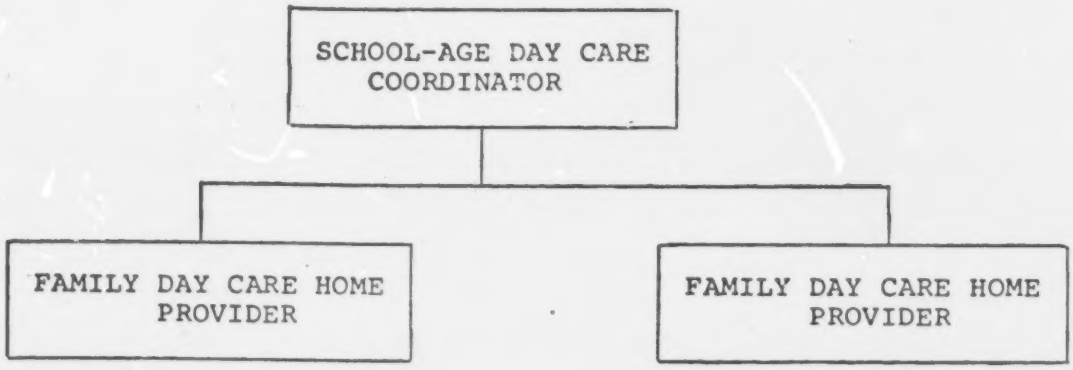
-- *County or municipal human resources departments.* Coordination of existing resources for school-aged children and development of improved services for these age groups may be an appropriate minimal role for the city or county in school-age day care. In cities or counties funding local 4-C's groups, administration of funds and supervision of Coordinators could be the responsibility of 4-C staff.

-- *Local school districts.* Specifically responsibility for supervision of School-Age Day Care Coordinators could be provided by the district's office of special programs.

-- *Model Cities program or other community service agencies.*

 00083

STAFF REQUIREMENTS:



-- School-Age Day Care Coordinator. High school diploma plus at least one year's experience working in community programs as a community organizer, program coordinator, parent coordinator, outreach worker, or other job with agency/community liaison responsibilities. Requires good organizational skills, tact and discretion in frequent public contacts and the ability to work with minimal supervision of daily activities. Recommended salary range: $475 to $575 per month.

MAJOR COST FACTORS:

Cost Assumptions (after school program)*

-- The school year program operates 180 half days and at least 11 full days per school year.

-- Fifty children aged six to 11 from each of three elementary schools participate in the after-school program regularly (total 150 children).

-- Each of 30 special licensed school-age day care homes serve an average of five children per day. Snacks are provided by the family day care mother.

-- The costs of care for these regular after-school children are separate, and separately reimbursed from the costs of odd hour, evening, in-home or other special care services which are paid for at

*See Model 4 for special summer component.

00084

state rates directly by welfare or by parents, even though referral to these services is done through the School-Age Coordinator.

-- Telephone and small amount of clerical support would be in-kind donations by the school.

Program Cost Factors	School Year Daily Cost/Child
School-Age Day Care Coordinator @$550 per month plus fringe @12%.	.20
Thirty family day care providers @$2.25 per hour, four hours per day plus fringe @12% for 180 days and 11 full days @$2.25 per hour plus fringe @12%.	2.13
TOTAL	$2.33

Annual cost per child for school year portion = $445.03.

POTENTIAL FUNDING SOURCES:

-- Title IVa matched with local monies.*

-- Municipal or county revenue sharing.

-- Parent fees.

ADVANTAGES/DISADVANTAGES OF THIS MODEL:

Advantages

-- Maximizes the use of available home day care slots by coordinating their use in a "neighborhood" area.

-- Improves the distribution of home-based care and other services for school-age children, since new providers of school-age care would be recruited

*See Appendix B.

09085

only in areas which have a demand for such services.

-- Offers a service (now non-existent) which the Unco survey showed was a parent priority--full day care for children with "normal" childhood illnesses or injuries.

-- Has the flexibility and potential for meeting a greater variety of school-age care needs--odd hours, evening, overnight, special care needs--than any one program operating with a fixed enrollment at fixed program hours.

-- Has the potential for improving the quality of home-based care by reducing the isolation of individual home care providers in this loose "system". Depending upon the level of state or local resource commitment to quality care, these loose systems would be a "natural" unit for provider training.

-- Has the potential for expanding into a mechanism for local coordination of all home and center day care services--both pre-school and school-age.

-- Improves the community/school relationship by providing an in-school point of referral for parents whose school-age children have out-of school supervision needs.

-- Uses school health and school counseling services to best advantage by having in-school Coordinator follow-up on school-age child referrals for problems identified by the provider or parent, or vice versa.

-- Makes use of valuable skills of community people trained by local OEO and Model Cities programs in many urban neighborhoods. Many of these people are currently out of work due to recent program terminations and cutbacks.

-- It is a very inexpensive way to improve out-of-school services for school-age children.

Disadvantages .

-- Without some additional program resources, this loose system will provide--minimally--custodial care for school-age children augmented by existing--perhaps scarce--special programs currently run by other child-serving community institutions.

00086

FAMILY DAY CARE HOME/NEIGHBORHOOD PARKS MODEL FOR FULL DAY SUMMER SCHOOL-AGE CARE

MODEL ASSUMPTIONS:

-- Licensed family day care homes offer the most flexible base for the development of summer "day care" programs for the younger school-aged child (6 to 11).

-- Neighborhood schools and the parks and playgrounds near the schools--which usually run special summer programs--are "natural" focal points for the summer activities of school-aged children in a neighborhood.

-- Both of these child settings, as they traditionally operate, have shortcomings when they are being considered as day care settings for full day summer programs for school-aged children. Traditional parks and recreation programs do not have the adult/child supervision ratio required to meet state or federal day care standards, nor do they have any accountability procedures for the children. Family day care providers, on the other hand, usually cannot afford adequate equipment and supplies for the school-aged children in their care, do not have the resources for special activities that parks departments do, nor do they usually receive any training in activities appropriate for school-aged children of various ages.

-- The complementary features of these two child settings provide the basis for a model which integrates their strengths to make a relatively low-cost full day summer program. The supervision and individual attention offered young children by the day care home settings is augmented with the variety of special activities and programs offered by the parks department.

APPROPRIATE GROUPS SERVED BY THE MODEL:

-- School drawing areas with a high proportion of single parent families or families in which both parents work or are out of the home.

-- Areas with concentrations of parents who have unskilled or semi-skilled jobs requiring evening and night-time shifts and weekend and holiday work hours.

-- Small towns in which the number of school-age children requiring after school supervision may be few and spread out, making a centralized program less practical.

-- School-age children who become ill with short-term childhood illnesses which would normally require a parent to stay home from work.

FEATURES OF THE MODEL:

-- This summer program model is an expansion of the Family Day Care Services Coordination Model. The several feeder elementary schools designated as "target" schools serve as the base for identifying the population to be served in the summer program.

-- As during the school year, the summer program has School-Age Day Care Coordinators responsible for three elementary schools in the "feeder" system. The Coordinator, based in an elementary school, serves as a neighborhood-based information and referral point for parents in need of summer care services. A Summer Day Care Program Director supervises and serves as the liaison between the Summer Activities Coordinators located in each elementary school/neighborhood park system and the Year Round School-Age Day Care Coordinator who is responsible for keeping in touch with family day care homes in the area, maintaining lists of available slots in these homes and scheduling the participation of groups of children in the special summer activities offered by the school/park summer program.

-- The special summer activity component operates as follows: A Summer Activities Coordinator is added to the staff of each elementary/park program. This Coordinator is specifically responsible for organizing and scheduling special activities to be carried on at the park for children receiving care in the family day care homes. The Activities Coordinator is trained along with summer park department staff in the range of recreational activities offered in the regular parks program. In addition, the Coordinator is responsible for knowing about other community resources available for children's

programming, e.g., public swimming pools, Working closely with the regular parks staff, the Coordinator helps design the daily park schedule and is responsible for working with the Summer Program Director and School-Age Day Care Coordinators to schedule the participation of the children from the various day care homes in these and other special programs.

-- The school-aged children from the family day care homes rotate through these activities under the supervision of one family day care mother per group of 13 children aged six to eight (1972 FDCR) or one per group of 16 children aged nine to 11 (1972 FDCR). Since family day care providers would have a maximum of six school-aged children, they would take turns supervising the groups of 13 or 16 in the park activity program, thereby releasing the provider for at least one morning or afternoon per week for errands, etc.

-- The Summer Activities Coordinators would have a toy budget specifically for purchasing age-appropriate toys for the six to 11 age group. On days when the children go to the park for an activity they are able to select toys to take back to the family day care home until the next visit to the park. This toy lending service would augment the equipment available in the family day care homes.

-- The Summer Day Care Program Director would supervise the use of at least two busses. Cooperating with the Summer Activities Coordinators at the three playgrounds, the Day Care Program Director would schedule field trips to places of interest in the area. As with the activities in the parks and schools, the group of children from the homes would rotate through the field trip schedule, averaging one-half day field trip per week at the least.

-- All meals and snacks required by the day care standards are the responsibility of the family day care providers, who are paid by the program for a nine hour day during which they are responsible for the children in their care.

SOME OPERATING AGENCY OPTIONS:

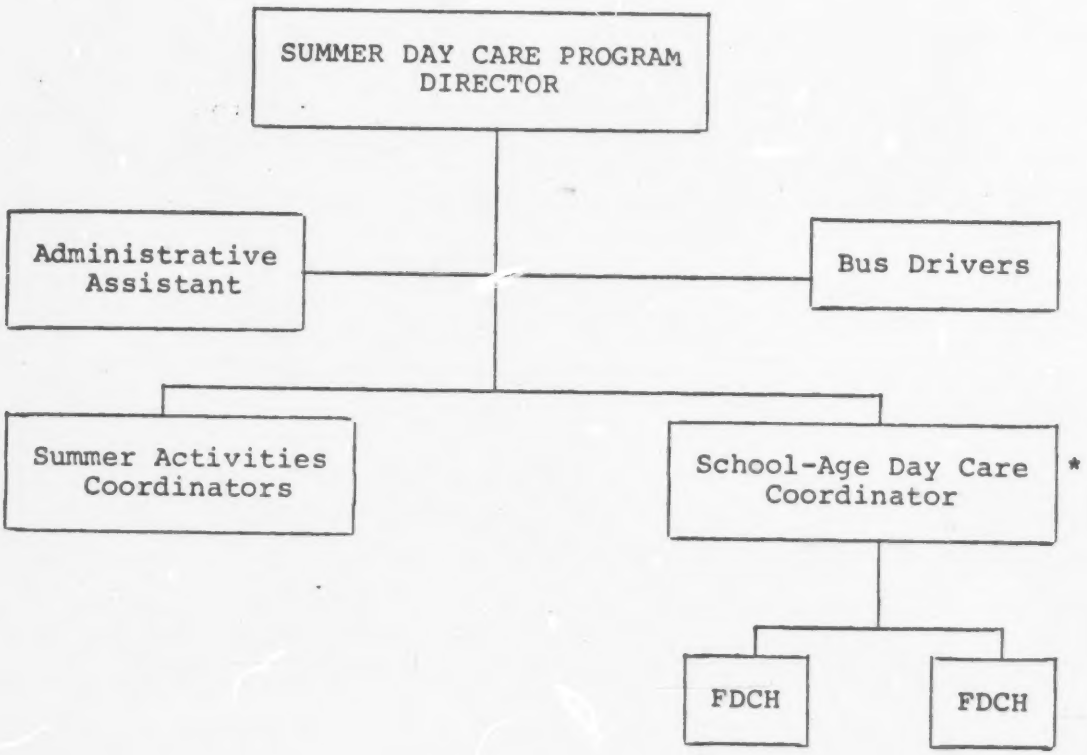
-- Local Parks and Recreation Departments.

-- Leisure time and youth recreation agencies.

-- School districts/community school programs.

00089

STAFF REQUIREMENTS:



-- Summer Day Care Program Director. The Coordinator must have experience in administering and/or supervising a child-oriented program. A bachelor's degree is preferable, or one year of experience in youth or recreation program administration/supervision may substitute for one year of college. Good organizational abilities and tact in interpersonal relations is important. Recommended Salary Range: $600 to $725/month.

-- Summer Activities Coordinator. The Summer Activities Coordinator should have a high school diploma and some experience in conducting recreation programs. The high school diploma should be supplemented by formal course work in primary school education, recreation, physical education or related job experience. Recommended Salary Range: $525 to $575/month.

-- School-Age Day Care Coordinator. High school diploma plus at least one year's experience working in

*This is the full year position described in Model #3.

00030

community programs as a community organizer, program coordinator, parent coordinator, outreach worker, or other job with agency/community liaison responsibilities. Requires good organizational skills, tact and discretion in frequent public contacts and the ability to work with minimal supervision of daily activities. Recommended salary range: $475 to $575 per month.

MAJOR COST FACTORS:

Cost Assumptions

-- The summer program is 12 weeks long or 60 full days.

-- 300 children aged six to 11 residing in the drawing areas of three elementary schools are participating in the program.

-- Each of 60 special licensed school-age day care homes serves an average of five children per day.

-- The costs of care for these regular after school children are separate and separately reimbursed from the costs of odd hour, evening, in-home, or other special care services which are paid at state rates directly by welfare or by parents, even though referral to these services is done through the School-Age Coordinator.

-- The operating agency would donate space for the Summer Program Director in its facility.

Program Cost Factors	Summer Full Day Cost Per Child
Program Director @$700/month and Admn. Ass't. @$525/month plus fringe @12%.	.21
Three Summer Activities Coordinators @$550/month plus fringe @12%.	.30
School-Age Day Care Coordinator @$550/ month plus fringe @12%.	.10
60 Family Day Care Providers @$2.25/ hour per eight hour day plus fringe @12%.	4.03

Program Cost Factors	Summer Full Day Cost Per Child
Toys and supplies for lending and use in parks @$20.00 per child per summer or $6,000 total.	.33
Van or bus rental and driver plus admission fees for field trips @$1.25 per week per child.	.25
TOTAL	$5.22

Annual cost per child for summer program = $313.20

POTENTIAL FUNDING SOURCES:

-- Title IVa matched with local monies.*

-- Title I Elementary and Secondary Education Act.*

-- Title III of the Juvenile Delinquency Prevention and Control Act of 1968.*

-- United Givers Fund.

-- County/City Revenue Sharing child care allocation.

-- Parent Fees.

ADVANTAGES/DISADVANTAGES OF THIS MODEL:

Advantages

-- Maximizes the use of available home day care slots by coordinating their use in a "neighborhood" area.

-- Assures that each child in care has access to play equipment, games, and special activities regardless of the differing resources of the family day care providers responsible for the children.

-- Maximizes the resources and experience of parks and recreation department staffs in providing programs of interest to school-aged children.

*See Appendix B.

00092

-- Removes the cost burden of purchasing special toys and outdoor play equipment from the family day care provider, who is not reimbursed adequately to absorb these costs.

Disadvantages

-- Assumes that the community has an on-going parks and recreation program which normally offers a range of activities during the summer.

-- Assumes that an adequate number of family day care providers can be found in drawing areas of elementary schools to provide daily supervision for four to six school-aged children during the summer.

RESIDENTIAL CLUSTER MODEL WITH "CULTURAL ENRICHMENT" COMPONENTS

MODEL ASSUMPTIONS:

-- Areas which have special populations in geographically distinct areas--such as Indian reservations--or which have high density clusters of school-aged children--housing projects--are cost effective sites for basing school-age care programs.

-- In most areas meeting this description there are high concentrations of low-income and/or single parent families who are eligible for federal child care assistance and who qualify as "disadvantaged" populations.

-- In most areas meeting this description there are a large number of unemployed residents who can benefit from the part-time jobs created by locating a school-age care program there.

-- Frequently there are not enough available unused community buildings in housing projects or on reservations to accommodate all of the children in a large school-age care program at the same time.

-- Low income family day care providers in such areas have fewer resources available to them for child care services than do many other family day care homes and/or centers. Therefore a supplemental "enrichment" program is a desirable component for such a program.

APPROPRIATE GROUPS SERVED BY THE MODEL:

-- School-aged residents (ages 6 to 11 primarily) of the "target" geographic area/residential cluster, e.g., housing project residents, on-reservation, Indian children.

FEATURES OF THE MODEL:

-- Assignment of one School-Age Care Coordinator and one Program Specialist to a housing project or Indian reservation. It is the responsibility of the Coordinator to identify community residents who have the interest, the time, and the personal

00091

qualifications to provide supervision for a total of four to six young school-aged children (including their own) after school and daily during the summer.

-- These community residents would be licensed by the state (with day care facility qualification waivers as necessary) as family day care providers, and would be reimbursed by the program for their services on a salary basis. During the school year their responsibilities include:

  -- Providing a daily afternoon snack for each child.

  -- Assuring the supervision of the children's after school activities each day.

  -- Assuring supervision--on a rotating basis--of a larger group of children in the "activity homes" or on busses during special "enrichment" activities.

-- Housing units, community centers or other on-site structures which are not currently in use during the after school and/or summer hours would be identified and arrangements made for their use by the program. If there are no such structures available on-site, a search of buildings, churches and schools adjacent to the site should be undertaken and arrangements made for their use.

-- Each unoccupied housing unit or each separate area in larger buildings would be set aside by the Program Specialist for special "enrichment" programs through which the children in the family homes rotate. One area or one housing unit could be equipped with a variety of toys and quiet games appropriate to the ages of the children in the program (this can include a toy lending service). Another area can be set aside as a reading/story telling/film area with resources for these activities, etc. One van or bus, (depending upon the size of the program) would be available to the program at each location, e.g., each reservation, housing project.

-- The Program Specialist would be responsible for selecting equipment and for lining up the special enrichment services to be offered each day. Although a budget should be available to the Specialist, emphasis would be on recruiting voluntary program support, i.e., community residents with interesting skills, volunteer tutors from among the older children

in the area, local colleges, storytellers, library resource persons, etc. Direct supervision of the children would be the responsibility of the family day care providers who would accompany the children to the activity sites and remain to supervise larger groups of 10 to 13 children on a rotating basis.

-- At the end of the day's activities (which may run from 3:15 to 5:15) children would return to the family day care homes until their parents return from work.

-- The School-Age Care Coordinator would include in her/his duties, arranging the placement of children requiring evening, overnight, or other odd hour care in family day care homes and the supervision of the salaried family day care providers who care for school-aged children for three to four hours daily.

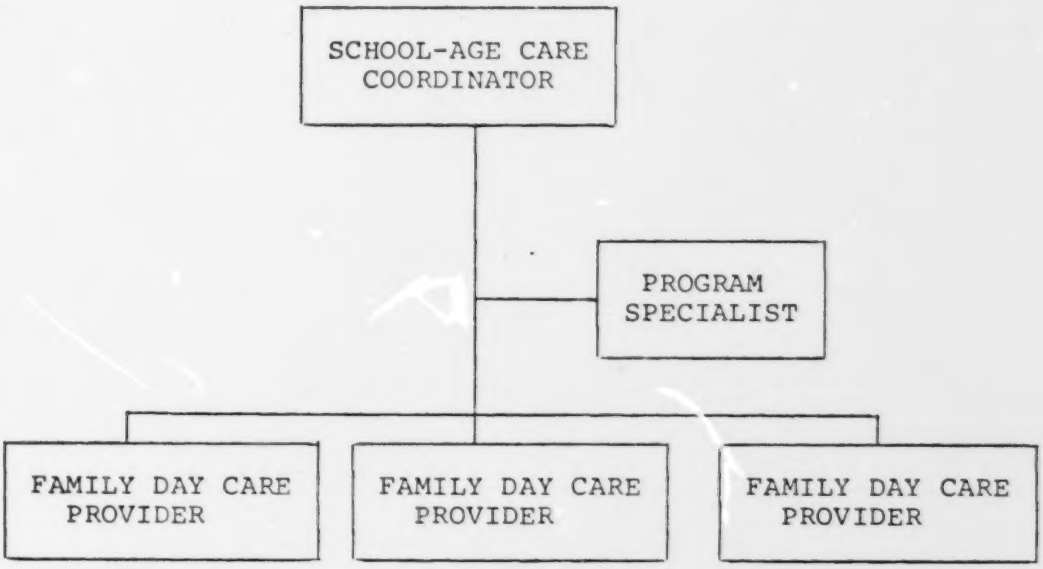
SOME OPERATING AGENCY OPTIONS:

-- Local Metropolitan or County Housing Authority.

-- Private non-profit community day care corporation.

-- Local community-based social service agency.

STAFF REQUIREMENTS:



-- School-Age Day Care Coordinator. The Coordinator must have experience in administering and/or supervising a child-oriented program. A college degree is preferable, but one year of experience in youth or recreation program administration/ supervision may substitute for one year of college. Good organizational and problem solving abilities, experience in community work, and tact in interpersonal relations is important. Recommended salary range: $700 to $800 per month full time.

-- Program Specialist. The Program Specialist should have a Bachelor's degree or at least some college level courses in recreation, physical education, child development, primary education or related areas; and a minimum of one year's experience in working with children's leisure time programs, organizing community based projects, or working in a school setting. Good organizational abilities, creativity in the use of community resources and human relations skills are important. Recommended salary range: $625 to $725 per month, full or half time depending on size of the program.

00097

-- Family Day Care Providers. If providers have children, it is preferable that the children be between six and 11 rather than pre-schoolers so that the provider can leave their own home to supervise the six to 11 year olds in the special activity area. Recommended Salary Range: $2.00 to $2.50 per hour, average four hours per day during the school year and eight hours during the summer.

MAJOR COST FACTORS:

Cost Assumptions:

-- The program operates for 180 half days and 71 full days per year.

-- There is a regular program enrollment of 50 children.

-- Each of the special licensed school-age day care homes serve an average of five children per day.

-- Extra activity and office space on the reservation or in the housing project is donated or should be calculated separately depending upon the arrangement made.

-- During the summer when two meals and two snacks are included in the program, the family day care providers are reimbursed at a rate of $1.20 per day ($.25 + $.15 + $.65 + $.15). The program should qualify for USDA reimbursement (although the money is paid to the family day care providers who are not eligible for reimbursement as individuals). Therefore, the reimbursement to the program would be $.65 per day ($.15 + $.10 + $.30 + $.10) leaving a cost per child of $.55 ($.10 + $.05 + $.35 + $.05) for food.

Program Cost Factors	School Year Daily Cost/Child	Full Day Holiday and Summer Daily Cost per Child
School-Age Day Care Coordinator @$725/month plus fringe @12%.	.78	.78
Program Specialist @$675 per month plus fringe @12%, half time.	.36	--

Program Cost Factors	School Year Daily Cost/Child	Full Day Holiday and Summer Daily Cost per Child
Full time summer and holidays.	--	.72
Ten family day care providers @$2.25 per hour for four hours per day plus fringe @12%,	2.02	--
and		
@$2.25 per hour full time (8 hours) summer and holidays.	--	4.04
Toys and supplies for lending and use in special projects @$35.00 per child per year.	.14	.14
Transportation for special summer field trips @$1.00/ child/week.	--	.20
Food (breakfast, lunch, two snacks) @$.25 + $.15 + $.65 + $.15 or $1.20--reimbursement of $.15 + $.10 + $.30 + $.10 = $.65 = $.55 cost per child.	--	.55
TOTALS	$3.30 (after school)	$6.43 (full days)

Average annual cost/child/day = $4.19.

Annual cost per child -- total = $1050.53.

POTENTIAL FUNDING SOURCES:

-- Title IVa matched with local monies.*

-- Section 2(6) of the Housing Act of 1937, as amended--The Tenant Services Grant Program.*

-- Title III of the Juvenile Delinquency Prevention and control Act of 1968.*

*See Appendix B

00099

-- City/County Revenue sharing funds.

ADVANTAGES/DISADVANTAGES OF THIS MODEL:

Advantages

-- Improves the distribution of home-based care and other services for school-aged children, since new family day care providers and in-home providers would be recruited on the basis of demand for services.

-- Has the flexibility and potential for meeting a greater variety of school-age care needs--additional hours, evening, overnight, special care needs--than a program operating with a fixed enrollment at fixed program hours.

-- Has the potential for expanding into a mechanism for local coordination of all home and center day care services--both pre-school and school-age for these residential clusters.

-- Makes use of valuable skills of community people trained by local OEO and Model Cities programs. Many of these people are currently out of work due to recent program terminations and would have excellent qualifications for the School-Age Coordinator position.

-- The rotation of the children and the providers through the special after-school activities would offer the providers a type of in-service training by exposing them to age appropriate books for the children in their care, quiet games, ways to work with groups of children, etc.

-- Permits on-site care for any number of children living in geographically distinct areas or residential clusters which do not have a large amount of "community space" to house large programs by rotating day care home-based children through those special "activity" areas which can be secured for this purpose.

-- Low start-up costs since the day care facilities which are licensed are the family day care homes. Equipment and supplies can be shared by the children as they rotate through the various activity areas. Use of neighborhood parks and school play grounds encouraged with supervision from the day care providers.

-- Provides regular part-time jobs as day care providers to a number of community residents who can work in their own homes.

-- Solicits volunteer program support rather than purchasing expensive personnel for this support.

Disadvantages

-- May be more expensive per day than programs based in large community buildings since the 1:6 ratio in family day care homes is higher than required. However, availability of such space, start-up costs of building renovation and availability of centralized food service equipment should be considered.

00101

What recommends these particular models for school-age day care programs?

The models outlined here are not unique in many of their aspects, nor do they offer solutions to all school-age care needs. Rather, an attempt has been made to pull together the most successful features of existing school-age programs and to develop other features which permit a range of possible day care needs to be met while making fullest use of existing community resources at a reasonable cost.

It is, perhaps, this emphasis on making full use of existing community resources and minimizing the duplication of available program resources which differentiates these models from some others which currently are operating. Social program evaluations have demonstrated that it may be easier--but more expensive--to "purchase" all of the services desired and to manage a program under one roof with one budget than it is to tie together programs which have been designed and are funded to provide some of those same services to the larger community. To the extent possible, these models support the notion that the most cost effective way to deliver services is to integrate currently independent program efforts to meet needs rather than to create separate, categorical and often duplicative programs. As the reader will notice, a major aspect of all of the recommended program models is the coordination of community resources on a neighborhood school drawing area or larger community level.

A further consideration in developing these models was to provide planners with some program ideas in areas which are not being addressed by existing school-age day care programs--care for the 12 to 14 year old child, care for handicapped children, odd hour care, and care for children ill with childhood illness which normally require parents to stay home from work. (See Chart No. 1.)

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CHART 1

MODELS RECOMMENDED TO MEET SCHOOL-AGE DAY CARE NEEDS

School-Age Groups Requiring Child Care Services	Recommended Models
Children in urban areas aged 6 to 11 whose parent(s) work or are in training.	1, 2, 3, 4, & 5
Children in urban areas aged 12 to 14 whose parent(s) work or are in training.	1 & 2
Children from broken or troubled homes requiring special attention.	1, 2, 3, 4, & 5
Handicapped school-age children.	3 & 4
Children ill with normal childhood illnesses normally requiring parent to stay home from work.	3
Children requiring evening, overnight and other odd-hour care.	3
Children who live in low-income residential clusters, often isolated from community resources.	5
Children from small towns or villages which have a small number of children requiring care.	2, 3, & 4
"Emergency" care for children whose family has undergone some crisis.	3 & 5
Children from agricultural migrant families.	5
Children from families involved with seasonal cannery work.	3 & 4

Are the models feasible?

These models have been designed following numerous conversations with parks department staffs, local housing authority personnel, school administrators, leisure time agency directors and volunteer coordinators in Region X. Nowhere did the idea of developing school-age care programs around the facilities or programs offered in these various settings meet with a negative response. Almost unanimously, the people involved with programming in these various other programs had simply never considered providing formal school-age day care. A few of them were involved in some way with pre-school day care, but by and large, they had never considered day care programs for school-age children.

Discussions of the requirements for a day care program often raised valid concerns about additional expenses for such things as food and extra supervision. Parks department staffs were often concerned about added problems of child accountability and discipline in a less voluntary program. Interestingly, several of the school administrators interviewed viewed the development of after school and summer programs based in their school buildings with more concern than anyone else interviewed. Principals, in particular, often resisted the idea of sharing school facilities and equipment with an after school program.

However, there were several school districts and individual schools which received the idea with considerable interest. These were schools which already have what are called "community school programs." Originally developed in the Flint, Michigan schools and supported by grants from the Mott Foundation, the "community school" concept is gaining increasing popularity. It works as follows: A school district or local school may hire a full or half-time person who is responsible for working with the community in the vicinity of the school to unite all forces and agencies in the community to work toward using school facilities as a base for serving the total community's needs. A Community School Council is organized and made up of representatives from the local area who work with residents and, perhaps, with city government to determine how the neighborhood needs can be better met and how the school, as a neighborhood-based facility can serve to meet these needs. Each community school program is unique in the sense that what is done is determined by the citizens of each community rather than be a uniform program format.

The supervising administrator of each Community School is a Community Coordinator. He has responsibilities similar to a principal for after-school operation and also usually works with regular school staff in social type services which may be required by the children enrolled in the school. It is the responsibility of the coordinator to schedule the after school use of school facilities by any community group interested in using them, as well as to recruit community volunteers to provide services desired by the community such as special classes of interest, etc.

There are 96 community school programs operating in the four states of Region X at present.* None of these programs has undertaken the provision of formal school-age day care, specifically; but all are active in developing volunteer resources to meet community needs and in opening the schools for after school, evening and weekend use. Community School Directors interviewed in Boise, Idaho; Juneau, Alaska; and Portland, Oregon expressed considerable interest in the concept of school-age day care based in the schools. The concept has been used successfully in Wilmington, Delaware and Flint, Michigan community school programs.

The models developed here have been designed to take advantage of community agencies and organizations which have facilities or other resources which can be used in operating low-cost school-age programs and which have expressed an interest in such programs.

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*See Appendix C for list of existing programs in Region X.

How to use the models.

These models are intended to be viewed as general program frameworks or organizational "skeletons" upon which can be built any number of components. Obviously the size of the program and the specific way that it is put together will vary from setting to setting. However, what should remain the same--the basic model elements--are as follows:

-- Emphasis on area-wide planning for school-age care. This doesn't require an elaborate and expensive study--use community information vehicles, PTA, etc.

-- Emphasis on developing a program large enough to maximize the cost/effectiveness of each administrative level position required.

or

-- If requirements for slots are small, emphasis on using facilities and program resources which avoid high overhead costs--building rental, administrative positions, telephones, janitorial services, etc.--such as the home care settings afford.

-- Emphasis on mobilizing existing community resources for programs rather than "purchasing" all of the professional program support. This means thinking in terms of all community institutions which have as their mandate--serving youth or the community, not just traditional day care resources.

-- Emphasis on weighing carefully and justifying each program element on the basis of an identified need in that community. Avoid "canned" program formats which may not distribute available money in areas of greatest need.

-- Emphasis on working backward to program design from a realistic cost per child per day ceiling as an exercise likely to develop a realistic program budget and program.

APPENDIX A

99107

East Vancouver Child Care Center, Inc.
School-Age Program
East Vancouver Methodist Church
5701 MacArthur Boulevard
Vancouver, WA 98661
Director: Ms. Rachael Camp

The East Vancouver Child Care Center, Inc. is a private, non-profit corporation which has its office in facilities donated by the East Vancouver Methodist Church. The corporation operates a pre-school and a school-age program for residents of the East Vancouver community. Most of the children participating in both programs are from single parent families and about 40% of the 25 school-age children currently in the program attend at no cost to the parent under a purchase of service contract with the State Department of Social and Health Services. The school-age program is expanding its capacity to 30 children ages six to 12 under its new license.

The Vancouver program began as a full day school-age program in the Summer of 1972 and opened as a before- and after-school program in an East Vancouver elementary school classroom in September of 1972. The school principal had donated classroom space for the project, but when he found that he needed the space for classes, the program had to move to a nearby junior high school cafeteria. The only cost to the program for the five day per week use of this school space is $20 per month for administrative services.

The before-school program, which opens at 6:30 a.m., involves only about seven children whose parents leave for work before the children leave for school. These children come to the church until it is time to go to their school for breakfast in the school-sponsored Department of Agriculture breakfast program. On school holidays and during the summer months, breakfast is served at the church.

The afternoon program runs from 2:10 p.m. until 6:30 p.m. and has an average attendance of about 27 children. The children go to the junior high cafeteria for an afternoon snack and then have a choice of two or three activities which are offered each afternoon. Activities include crafts, recreation, active games, quiet games and field trips. The majority of the children range in age from six to 11, with interest declining sharply among 12 year olds.

The program staff is composed of a Teacher and an Aide. The program operates for 180 half days and 71 full days a year. Experience to date has shown that a college student in education or

recreation works well in the Teacher position. The 1972 summer program, which emphasized recreation and field trips, made use of several Neighborhood Youth Corps workers as well as a Swinger from the State Department of Social and Health Service's Swinger Program. There is no formal staff training, but the teacher is responsible for planning the daily program and working with staff.

Parents can be involved in the program through their participation on a Policy Advisory Committee. In addition, every two months there is a free parent dinner held at the church on the same night as the Advisory Committee meeting. This dinner is very well attended and seems to be a good idea for attracting the participation of the working parent who can bring the whole family to the dinner and not have to cook at home. The Advisory Committee, program staff, parents, and children all attend this dinner and usually stay for the meeting following. At this time parents can ask questions, express grievances, and learn more about the program.

For accountability purpose and parent education, it is required that parents come into the church in the morning and into the school in the evening to drop off and pick up their children. This increases the contact between parents and staff and helps to assure the regular attendance of the children.

The program receives operating money from several sources. Local UGN dollars are matched with Title IVa dollars for part of the funds. In addition, private pay parents are charged fifty cents per hour for the hours the child is in care. The school donates the space for school-day care and the church donates space for the time children spend there. The children participate in the Park Department programs during the summer, and the local Rotary Club paid for the children to take swimming lessons. Department of Agriculture monies are used for snacks in the program. A twelve month budget serving 25 children for 180 half days and 71 full days (12 hours) runs about $17,775, not including Neighborhood Youth Corps and Swinger salaries or reimbursed food costs. Including estimates of donated services, the program costs about $5 per full day per child and $2.50 per half day, for an annual cost of $805.00 per child per year.

00109

Juneau 4-C Before and After School Program
126 Second Street
Juneau, Alaska 99801
Teacher/Director: Ms. Jan Wrentmore

A before and after school care program was set up in Juneau's Model Neighborhood in September of 1971 by the Juneau Community Coordinated Child Care Agency, Inc., and the local Model Cities program. The school-age care was free to all residents of the Model Neighborhood and served some 22 children aged six to 12, most of whom were residents of Juneau's Cedar Park Housing Project. The program operated in two facilities. The before school care and breakfast program was held in the Recreation Hall at the Housing Project. In order to avoid the difficult split shift schedule required by before and after school program hours, the morning section of the program, which served about 14 children, was handled by an older woman who lived in the project and knew most of the families there. It was her responsibility to take attendance, prepare and serve breakfast, and to clean up after the children had gone to school. A second community person walked the children down to the school bus stop.

The Cedar Park Housing Project is three to five miles from the Gastineau Elementary School where most of the children attended. The after school component of the program was held in the school's multi-purpose room. A variety of activities and crafts was scheduled each day. The after school program, which served 22 children, was staffed by a Teacher/Director and two aides, in addition to a Head Counsellor, who worked in the program two and a half hours per day. Since the children in the after school program would miss their regular school bus, a Model Cities mini-bus would take them home at the end of the afternoon.

During the summer months there was not a full day school-age care program in which children were formally enrolled. However, the staff of the 4-C program cooperated with the Model Neighborhood Area Recreation Program, the Juneau Parks and Recreation Dept., and the local Community Schools Project Coordinator to provide a wide range of activities for boys and girls of all ages (see attached flier).

The before and after school project was funded with Model Cities money matched with Title IVa money. Due to the 1972 Title IVa cutbacks required in the State of Alaska, the program was terminated in the Fall of 1972.

Holly Park Community Day Care Center
Holly Park Friends Church
4308 S. Othello
Seattle, Washington
Administrator: Winston Newton
Administrative Assistant: Phyllis Jackson

Holly Park Community Day Care, Inc., is a private, non-profit corporation founded in July of 1969 by a group of parents from the Holly Park Housing Project in Seattle. There was a great need for both pre-school child care and care for school-age children in the community which has a high percentage of single parent families, with the parent either working or in training. In 1969 the Seattle-King County Economic Opportunity Board funded the Holly Park pre-school and school-age day care program as a delegate agency. Although funding sources have changed through the years, the Holly Park program still operates a school-age program which is licensed for 34 children aged six to 12. There are currently no fees charged any parents living in the Model Cities area. The program operates in space donated by the Holly Park Friends Church, which is just adjacent to the housing project.

Parents can bring their children to the church as early as 6:30 in the morning and the children may stay until 10:00 a.m., when some of the later school class sessions begin. The afternoon day care sessions run from 1:30 until 6:00 p.m. In addition to the regular school day hours, the Holly Park Program is open during all school holidays and summer vacation from 6:30 a.m. to 6:00 p.m.

The center provides transportation for all children to and from school to the center each day. In addition, children in the program can use the Model Cities contracted health facilities at the Odessa Brown Clinic when needed. The staff makes other referrals as appropriate and may provide transportation to medical appointments if the parent is working. However, routine physical examinations are the responsibility of the parents upon registering their child in the program.

A full time Head Teacher is in charge of the program. She is helped by a full time Assistant Teacher and a part-time assistant who helps with the afternoon session. Two days per week the staff is supplemented by Neighborhood Youth Corps students and volunteers who tutor children having difficulty with reading. Due to the program hours, the full-time staff have to work split-shift, morning and late afternoon schedules. According to the administrator, this has not significantly affected staff turnover in the program.

Breakfast is provided to an average of 30 school-age children and the pre-schoolers from the pre-school program at the church each morning. After school the children are brought back to the church for their snack and afternoon choice of activities which include tutoring, outdoor sports, crafts such as making pot holders, reading time, indoor games and field trips. During the summer the program arranged swimming privileges for a minimal cost at a local swimming pool, visited various free attractions in the area, and participated in Parks Dept. programs. The program also provides a hot supper for each child in the evening before his parent picks him up.

The by-laws of the organization provide for a Board of Directors, all but one of whom is elected for a two-year period. The non-elected member is the Center Administrator. A percent of the Board members must be parents of children at the center or low income residents of the area.

The program currently receives funds from both OEO and Model Cities which are matched with the State's Title IVa monies. However, since the Title IVa cutback in Washington, the programs in existence have been threatened, and the Board and administrators are currently on a search for funding to replace the Title IVa monies. The nutrition program is paid by reimbursement from the Department of Agriculture's program at a daily rate of $.55 per child per day--$.15 breakfast, $.10 snack, $.30 supper.

Neighborhood House Child Care Services
3004 S. Alaska
Seattle, Washington
Project Director: Mr. David Cole
Project Manager: Ms. Ann Makus

Neighborhood House, Inc. is a private social agency with neighborhood centers located in the several low-rental housing projects operated by the Seattle Housing Authority. In addition to offering a wide range of community services including referral services, tutoring, recreation programs, pre-school child care, etc., Neighborhood House has operated a school-age child care program since the Fall of 1970. The program was initially housed in three units or "activity homes" donated by the Housing Authority in the High Point Housing Project. Each of six "activity homes" which are now used for the expanded program is licensed for 12 children between the ages of six and 12, making the present program capacity 72 school-aged children. Most of the children in the program live in or near the two housing projects where the "activity homes" are located, making it convenient for working mothers. In order to be eligible for program participation, a parent must be working or in a training program.

The homes are open from 6:00 a.m. to 10:00 a.m. and from 2:00 p.m. to 6:00 p.m. on school days. On all school holidays, vacations, and during the summer months, the homes are open from 6:00 a.m. to 6:00 p.m., for full day care up to 12 hours per day if needed. Each "activity home" is staffed with one teacher and one assistant teacher who are recruited from the local community if at all possible. The entry level requirements for both positions are such that low-income community residents can usually qualify. The teacher's position requires a minimum of one-half year training related to working with children (at least 15 credits) and at least six months experience with children. The Teachers Aide position, on the other hand, requires no experience or training, thus assuring that low-income community persons without work experience are not excluded. The program provides two hours in-service training per week for staff and will pay for teachers to go to college. One "activity home" teacher in each of the housing projects is designated the Lead Teacher and has the additional responsibility for doing the shopping for the three homes in her area, organizing joint field trips with the other homes, and generally coordinating their activities.

There is a Parent Policy Council headed by a parent chairman. The Council is composed 100% of parents of both the pre-school and school-age children in the Neighborhood House

program funded by URRD/IVa. The Policy Council develops personnel procedures, grievance procedures, and program policy. A personnel committee composed of three parents and two staff members is responsible for hiring and firing in the program.

An average of about 60 or 65 children participate in the before-school program which includes breakfast, prepared by the teacher in each "activity home". Following this, prior to school, the children can play quiet games. They walk to school from the home since it is in the same neighborhood as their own home.

After school, the children come directly to the "activity homes" for a snack and have a selection of two or three activities which include outdoor recreation, tutoring, crafts, music or drama, quiet games, learning about housekeeping and fixing things, and field trips. The program is oriented along the Nimnik model of responsive environment. Individual choice and responsibility are emphasized. There is an Educational Director who provides some program assistance to the teachers in the school-age program, as well as serving the pre-school program staff.

During the summer, the children make use of the Park Dept. programs and are able to go on some one day camperships. Field trips are made to free or inexpensive attractions in the area. A donated bus is available to the program for this purpose.

Recently, a revolving toy bank was begun for the use of all of the child care programs run by Neighborhood House. This should help relieve the situation created by the existence of six separate facilities for the school-age program; namely, the need to provide each home with about the same equipment. Since the cost of providing each of the six homes with adequate equipment is substantial, equipment sharing among the three homes at each housing project location has been a successful cost-saving step.

Supportive services available to the children in the school-age program include access to a full time nurse who provides immunizations and routine testing at no cost. In addition, the children are able to have needed dental care, eye examinations, and other needed treatment in a doctor's office, with the costs absorbed by the program. There is a full time social worker assigned to the pre-school and school-age day care program, who works with the parents and children as needed and is able to make referrals to other community resources.

The program is funded, in part, by the State Department of Public Instruction through the Seattle Public Schools with

special state funds. In addition, local funds are matched with Title IVa monies in a purchase of service contract. The estimated average cost per child per day is $10, for an average annual cost of $2600 per child for full year care.

Sellwood Boys' Club Latchkey Program*
8300 SE 15th Street
Portland, Oregon
Director: Don Eckton

In September of 1971, the Portland Metropolitan 4-C committee held meetings with principals, civic leaders, churches, community residents, and neighborhood-based social agencies in the Sellwood/Llewellen District of southeast Portland. This district has a large number of single parent families; and had been showing a marked increase in juvenile delinquency, cases of juveniles running away from home, and in juvenile alcohol and drug violations during the period 1968 to 1971. As a result of community meetings it was determined that there was a need for supervised child care for school-age children both before and after school and during the summer months. Funds from the local UGN organization and in-kind contributions of facilities and personnel from the Portland School District and Sellwood Boys' Club were matched with Title IVa monies to put together a program serving 65 children aged six to 14 operating in the Sellwood Elementary School.

In its second year, the program expanded to a second school, the Llewellen Elementary School which now has a program serving 35 children for a total current licensed program capacity of 100 children. Priorities for participation in the program rank as follows: First, children from single parent families where the parent is currently working or wishes to work or seek training; second, children from two parent families where both parents are out of the home at work or in school and cannot afford alternative care; and, third, children who are experiencing behavioral and emotional problems at school, home, or within the community.

Of the 100 children currently participating in the program, 73% are from single parent, low to medium-low income families. Although there is currently a fee scale being developed by the program due to Oregon's recent Title IVa limitations, parents of children enrolled in the Sellwood Latchkey Program now pay no fees. Applications are screened for elegibility on the basis of income and the other program priorities by the State Children's Services Division.

School-day program hours are from 7:00 a.m. to 8:15 a.m. and again from 2:30 p.m. to 6:00 p.m. The summer and school holiday program operates from 7:00 a.m. to 6:00 p.m.

In one school the program is run in a classroom which is used exclusively for Latchkey care, in addition to having access to the home economics room, auditorium, an additional classroom and two gymnasiums. In the second school, the program uses a

classroom which is occupied during the day, in addition to the school gym and the cafeteria. During its first year of operation, there was no cost to the program for the use of school facilities. During the second year, Latchkey paid an administrative cost to the Portland Schools, although the space itself is donated. In addition, the Sellwood Boys' Club gymnasium is available for use of the program enrollees on an in-kind basis.

The Sellwood program has a very interesting and successful method for involving the Latchkey children in planning their activities and, at the same time, ensuring accountability--a daily "contract". Each student is assigned to a Counselor, who is in charge of a small group of students with whom he meets at the start of each afternoon (2:15 p.m.). The Counselor goes over the activity options for that day and each student selects those activities of interest to him and records them on a daily "contract" form. He is then free to go to the activity areas of his choice. The purpose of this procedure is seen by the program as follows:

1. By having the selected activities in writing, the child is accountable for what he chose to do.

2. Counselors know where the children should be at all times.

3. The children have a vote or a voice in what they like to do. Those activities in which there is no interest, are dropped.

4. At the end of each activity on the daily "contract", the activity supervisor initials the contract so accountability is assured, since each day the completed contract is returned to the child's Counselor.

This procedure is followed on Monday, Tuesday, Thursday, and Friday when the large group breaks up for a series of activities. Wednesday is small group day which is spent entirely in conversations and activities with the permanent Counselor with whom the same small group meets at the start of each day.

The program itself is set up in mini courses which may last from one to several weeks. The staff attempts to provide a balanced program of recreational and educational, vigorous and sedentary activities which include sports of all kinds, tutoring, music rooms, a science center, arts and crafts, and field trips.

An important component in this program, which focuses, to some extent, on children with adjustment problems, is parent involve-

ment. Every third week each Counselor is responsible for going to the home of each child in his/her small group to talk about the parents' satisfaction with the program. the child's progress, and any other matters of interest to either the parent or the Counselor. This method of parent involvement was chosen instead of requiring working parents to come out for meetings.

During its second year of operation, the Sellwood Latchkey program has emphasized staff development. The two main areas in which the program staff assessed a need for training were in first aid and behavior management. From September, 1972 through December, 1972, the program contracted for a course in Behavior Management and Observation Training with a consultant from the Multnomah Intermediate Education District. The class met two hours each week with a consultant who taught behavior management concepts. Then for three hours per week the consultant went into the Latchkey program as an observer of the staff's interaction with the school-age children. These observations were brought back to the classroom for discussion during the following week's two hour class session. In addition, an eight week seminar, held one night per week, was conducted by a social worker from the Portland 4-C's. The social worker worked with Sellwood staff in group encounters directed toward improving staff interaction and staff development. A third course was run from January of 1973 through April, 1973 for all staff. The course, on selected aspects of child development was conducted by a Child Development Specialist for the Portland Metropolitan 4-C's.

In addition, by Spring, 1973, the program hopes to have developed a less formal, on-going, in-service training program in which the staff can take advantage of each other's educational backgrounds and experience.

The program operates on a $137,000 annual budget, for a per child annual cost of $1,370 including both full-day summer vacation care and part-day school year care. The program is staffed with a Director, Administrative Assistant, three Head Counselors, Program Counselors, and Student Aides. The Head Counselors are required to have a Bachelor's degree, an Oregon Teaching certificate, and experience in supervising adults. The present Head Counselors in the program all have M.A. degrees. The regular Program Counselors are required to have at least one year's experience in working with children or be attending college currently.

In order to avoid the a.m.-p.m. split shift jobs, the Sellwood program staffs the morning portion of the program with part-time work-study students from Reed College. Each counselor is responsible for supervising the morning staff every third week. The program tries to maintain a 1:10 staff/student ratio with its 13 full and part-time staff members.

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SAMPLE

SELLWOOD LATCH-KEY

Initial Parent Visitation

Date _____

Name of Parent(s) Visited: _____

Name of Child(ren): _____

Date Visited: _____

Length of Visit: _____

How does your child feel about Latch-Key? _____

Are there problems or criticisms you have of Latch-key operation:

Do you have any suggestions for a regular latch-key program or suggestions for activities for them?

Is there anything about Latch-key you or you'd like to know more about?

Other:

_____
Name of Counselor

06120

SAMPLE

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SELLWOOD LATCH-KEY SCHEDULE
January 2 - 5, 1973

NOTE: Snacks . . . . Tuesday _____ Beth
Thursday _____ Kay
Friday _____ Bill

WORKSHOP CLEAN-UP SCHEDULE: Tuesday.. 5:30-6:00 __ Bob
Wednesday 6:00-6:30 __ Jim
Thursday.. 5:30-6:00 __ Bob
Friday... 5:30-6:00 __ Jim

MEETING SCHEDULE: Tuesday thru Friday 6:00-6:30 __ Staff
Thursday.....11:00-1:00 __ Staff
..... 2:45-3:30 __ Beth with Don

TUESDAY - January 2nd

NOTE: Snacks _____ Beth

NOTE: Workshop Clean-up (5:30-6:00) _____ Bob

1-course

2:15-2:45 Door Duty _____ Jim
2:45-3:30 Pool (_____) _____ Barb
MC 2:45-3:30 Crafts _____ Phil
MC 2:45-3:30 Cooperating (room 4) _____ Esther
2:45-3:30 Arts & Crafts (workshop) _____ Beth
3:30-4:00 Field Sport Skilling Activity (gym) _____ Jim
* 3:30-6:00 Skating (younger have preference) _____ Barb, Dave
3:30-4:30 Super Room (8 younger) _____ Bob
MC 3:30-5:00 Woodcraft _____ Phil
3:30-4:30 Arts & Crafts (workshop) _____ Esther
4:00-4:15 Snacks _____ Beth
4:30-5:00 Storytelling _____ Beth
MC 5:00-6:00 Lettering (room 4) _____ Beth
5:00-6:00 Songbook Singing, Dance etc) _____ Jim
MC 5:00-6:00 Cartoon Drawing (room 5) _____ Esther
MC 5:00-6:00 Weightlifting (workshop) _____ Bill

OLDER GIRLS:
3:30-5:00 Arts & Crafts _____ Monica
5:00-6:00 Gym _____ Phil

Game Room: 3:30-5:30 Kay Gym: 5:30-6:00 Jim
5:30-6:00 Bill 6:00-6:30 Phil
5:00-6:00 Monica, Beth

WEDNESDAY - January 3rd

NOTE: Workshop clean-up (6:00-6:30) _____ Jim

2:15-2:45 Door Duty _____ Kay
2:15-6:00 Small Group Meetings & Activities _____ ALL
* 2:30-6:00 Van available _____ Beth's group
_____ Kay's group

OLDER GIRLS:
2:30-6:00 to be determined _____ Monica

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THURSDAY - January 4th

NOTE: Snacks _____ Kay

NOTE: Beth meet with Don 2:45-3:30

NOTE: Workshop Clean-up (5:30-6:00) _____ Bob

NOTE: Counselors, remind your groups about swimming tomorrow.

	2:15-2:45	Door Duty	Bill
	2:45-3:30	Pool	Monica
MC	2:45-3:30	Crocheting (room 4)	Esther
	2:45-3:30	Arts & Crafts	Barb
	2:45-3:30	Penny Walk	Bob
	3:30-5:00	Library Trip (Kay drive)	Beth, Kay
*	3:30-6:00	Park Trip	Bill, Debbie
	3:30-4:30	Super Room (8 younger)	Bob
	3:30-5:00	Drum Lessons (Jim's house) 5 kids	Jim
	4:00-4:15	Snacks	Kay
	4:30-5:30	Super Room (8 older)	Bob
MC	5:00-6:00	Tutoring (room 4)	Beth
	5:00-6:00	Pool (workshop)	Barb
MC	5:00-6:00	Jewelry Making (workshop)	Esther

OLDER GIRLS:

3:35-5:00	Macrame	Monica
5:00-6:00	Gym	Jim

Game Room: 2:30-3:30 Kay
3:30-5:00 Esther
5:00-6:00 Monica, Beth

Gym: 3:30-5:00 Barb
5:00-6:00 Jim

FRIDAY - January 5th

NOTE: Snacks _____ Bill

NOTE: Workshop clean-up (5:30-6:00) _____ Jim

	2:15-2:45	Door Duty	Jim
	2:45-3:30	Pool	Bob
MC	2:45-3:30	Track	Phil
MC	2:45-3:30	Knitting (room 4)	Barb
	2:45-3:30	Arts & Crafts	Beth
	3:30-4:00	French (room 5)	Barb
MC	3:30-5:00	Theater	Phil
*	3:30-6:00	Swimming	Esther, Dave
	3:30-4:30	Super Room (8 younger)	Bob
	4:00-4:15	Snacks	Bill
MC	4:15-5:00	Photo Club	Bill
	4:30-5:30	Super Room (8 older)	Bob
	5:00-6:00	Arts & Crafts (workshop)	Barb
MC	5:00-5:30	Guitar Lessons (room 5) 5 kids	Jim
MC	5:30-6:00	Science (room 4)	Bob
MC	5:00-6:00	Weightlifting (weight room)	Bill

OLDER GIRLS:

3:35-5:00	Pool & Ping Pong (workshop)	Jim
5:00-6:00	Gym	Phil

Game Room: 2:30-3:30 Kay
3:30-5:00 (Kay)(Barb)
5:00-6:00 Beth -xy-

Gym: 3:30-5:00 Beth
5:00-6:00 Phil

SAMPLE "CONTRACT"

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NAME: _____

2:30-3:00 _____

3:00-3:30 _____

3:30-4:00 _____

4:00-4:30 _____

4:30-5:00 _____

5:00-5:30 _____

5:30-6:00 _____

NAME: _____

2:30-3:00 _____

3:00-3:30 _____

3:30-4:00 _____

4:00-4:30 _____

4:30-5:00 _____

5:00-5:30 _____

5:30-6:00 _____

NAME: _____

2:30-3:00 _____

3:00-3:30 _____

3:30-4:00 _____

4:00-4:30 _____

4:30-5:00 _____

5:00-5:30 _____

5:30-6:00 _____

NAME: _____

2:30-3:00 _____

3:00-3:30 _____

3:30-4:00 _____

4:00-4:30 _____

4:30-5:00 _____

5:00-5:30 _____

5:30-6:00 _____

Portland Public School
Extended Day Program
220 NE Beech
Portland, Oregon 97212
Coordinator: Ms. Addie Jean Haynes

The Portland Schools Extended Day Program began in the Fall of 1970 in 10 schools, nine of which are in the Portland Model Cities area. The initial proposal to set up the Extended Day Program was requested by the Metropolitan 4-C Council which acted as administrator of the state Title IVa matching funds. The Title IVa funds were originally matched by Model Cities monies combined with in-kind staff and facilities contributions from the Portland Public Schools. The program serves about 100 children per school, for a total of 1000 to 1100 children. Initially, children's eligibility to participate in the program was limited to "children whose parents are working or otherwise incapacitated." In 1971 new state eligibility guidelines were adopted by the Extended Day Program in its renewal contract. These new criteria were:

1. Employment or training of parent who is usually the caretaker.

2. Mental or physical illness of parent who is usually the caretaker.

3. Individual social or emotional needs of the child.

4. Help to the family around protective services.

From the beginning of program operations, parents have not had to pay any fees, although it was a part of the State Title IVa plan that "parents pay a reasonable proportion of day care costs." However, since the majority of the families served were Model Cities residents, the 4-C Council Board adopted a resolution which exempted the Portland Public Schools from collection of any fees. In 1971, the State approved a waiver of fees and income determination for the entire Model Cities area. With the new Title IVa ceiling, the state is recommending a sliding fee scale based on income, combined with a daily per-child maximum rate.

The facilities available for the program in each school, number of staff assigned and general program content are summarized on the charts which follow, taken from a March, 1972 assessment of the program by the Metropolitan 4-C's.

Each year a survey of parent and child needs is taken in each school and the program is planned accordingly.

Announcements of the program are sent home by the school and parents register their children. Each school's program operates rather autonomously and each Director tries to schedule various classes based on children's interests.

The Extended Day Program operates from 7:00 a.m. to 9:00 a.m. and 2:00 p.m. to 6:00 p.m. on school days and from 7:00 a.m. to 6:00 p.m. on school holidays and during summer vacation. The program initially had not planned to stay open on Christmas and spring vacations, but did so by parent request. The summer program is tied in closely with a special summer school "enrichment program" which involves classes from 9:00 to 12:00 p.m. for the participants during about six weeks of the summer.

The Portland Extended Day Program originally recruited regular teachers for the after school program, but found that this did not always work out and was an expensive way to staff the program, so did not use them in 1972. The program also uses as many NYC teens as it can get for aides in addition to four budgeted student aides.

The Director of Extended Care in each of the schools is a part-time position. The Director works with the Principal of each school to schedule the use of facilities and equipment and attends all regular school staff meetings as well as meeting with other Extended Day Directors and the overall Coordinator of Extended Day Programs. The school-age day care program is administratively distinct from the rest of the district's activities and operates on its own special budget. This distinction has both advantages and disadvantages, as does the fact that the Extended Day employees are on the school district payroll.

Each school program has a Parent Advisory Committee which seems to actively voice parent concerns and desires from the program.

The program does not attempt to provide social and health services other than those normally available to school children in the district. Depending upon the specific Extended Day Director, the programs sometimes do coordinate their efforts and use the resources of other community-based agencies--such as parks, YM or YWCA, the 4-H programs, etc.

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SUMMARY SHEET

Portland Schools Extended Day Program*
as of March, 1972

School	No. of Children	Staff	Space Available	Parent Advisory Committee	Program
BOISE	160-200	7 teachers 4 tchr. aides 3 subs: 1 tchr. 2 aides	Auditorium Gym Classrooms	Boise School Parent Council	1. Boise needs the extended day program. It provides the informal environment where teachers and students can develop new relationships. 2. Various activities: -leathercraft (5-8 grade) -reading lab -arts and crafts -shop (go carts) -sports 3. Primary day care (K-4) painting, cooking, games field trips, and arts.
BUCKMAN	86	5 teachers 6 tchr. aides	Gym(5-6pm) Auditorium (2:30-6pm)	PTA Board	1. Child Care (K-4) activity-oriented non-graded.

*Metropolitan 4-C's Assessment of Extended Day Program Operated by School District No.1, Multnomah County, Oregon. Evaluation Report, Phase I. February--May, 1972.

Portland Schools Extended Day Program, contd.

School	No. of Children	Staff	Space Available	Parent Advisory Committee	Program
BUCKMAN, contd.		3 student aides	3 Classrooms		2. Mini-courses (5-8th) shop, home economics, typing, woodcraft. 3. No remedial reading or math.
Elliot	35-40	7 aides: teacher & community	Gym 1 Class-room (pm only)	Federal Programs Parent Advisory Council	Child care program only (K-3) -sports -games -nutrition & cooking class (twice a week)
HOLLADAY	25-30	3 teachers 4 tchr.aides 2 student aides Substitute: 1 tchr.	Gym Kitchen 2 class rooms	Same as Elliot's	1. Child care program (K-3) -cooking -arts and crafts -crochet -physical activities
HUMBOLDT	89	4 teacher aides 1 student aide 1 NYC	Gym 1 class-room (3:30-6)	Humboldt School Parent Council	1. Child care program (Primary) sports, sewing, nutrition, arts, and crafts, grooming, Cub Scouts, Camp Fire Girls 2. Tutoring (reading and math)

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Portland Schools Extended Day Program, contd.

School	No. of Children	Staff	Space Available	Parent Advisory Committee	Program
IRVINGTON	110-175	6 teachers 2 tchr.aides 4 student aides	Cafeteria Gym (5-6) Auditorium Reading Lab Typing room	Active EDP Parent Advisory Committee	1. Child care (K-4) arts, games, music, drama 2. Activities & classes (5-8th) typing, reading lab, drama, sports
KING	300-350	11 teachers 17 teacher aides	Auditorium Gyms 8 class-rooms	Has its own EDP Parent Advisory Committee	Emphasis on activities which promote better self-image to children and enrichment activities to broaden their life experiences. -boys' cooking -drill teams -baton twirling -crochet -intramural sports -Spanish -arts & crafts -gymnastics -tennis -science -remedial reading -Cub Scouts
SABIN	175	5 teachers 7 teacher aides 1 student aide	Gym (3:30-6) 4 Class-rooms Library	EDP has Parent Advisory Committee	1. Child care (primary) TV, movies, games, arts & crafts, story telling, cooking 2. Sports--intramural judo 3. No remedial reading or math

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Portland Schools Extended Day Program, contd.

School	No. of Children	Staff	Space Available	Parent Advisory Committee	Program
VERNON	60	1 teacher 4 teacher aides 1 student aide 1 NYC	Gym Cafeteria	EDP's own Committee	Sports or arts and crafts, tutoring
WOODLAWN	35-40	5 teachers including director 4 teacher aides	Gym (⅓) 1 small room 1 classroom (2:15-3:15 p.m.)	PTA	Games or arts and crafts--Primary children only

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Hoonah Parent and Child Center
Hoonah, Alaska
Director: Ms. Ruth James

The Alaskan Rural Community Action Agency supervises 38 Head Start Programs and two parent and child centers throughout the 211 native villages in that state. Attached to one of the parent and child centers in Hoonah, Alaska, is a small program which serves school-age children during the school year and provides eight hour per day care during the summer. The summer program serves the young school-age children (ages six to 10) of parents who fly to the coastal cannery each day for work.

Since 1969 there have been two family day care homes in Hoonah, which each take five school-age children of working parents after school during the months from November through May. These are also primarily young children from Head Start age through the second grade with an upper age limit of about seven or eight years.

The summer program, funded by Head Start and the Parent and Child Center serves children up to age 10. The program is held at the Hoonah School in the Head Start room.

The program is the only one of its kind which meets the needs of Alaska's seasonal cannery workers' children for supervision during the season when their parents must leave the village and go to the coastal cannery to work. Although in most Alaska native villages, the parents would have nearby relatives who could supervise the children; the villages near the canneries draw families from more distant villages who do not have the benefit of the extended family which they would have in their own village.

In some respects this specialized need for school-age care of children whose parents are seasonally employed in Alaska's canneries parallels the need for day care among seasonal farm laborers in the other states of Region X.

The Dalles Child Care Center After School Program *
Chenowith School
Loop Road
The Dalles, Oregon

The Dalles' After School Program is in its first year of operation and uses the cafetorium of one of the community elementary schools as its facility. The program has the use of this large room (588 square feet) with an adjoining kitchen plus the outside playground and fields, encompassing several acres. Most of the outside area, including the slide and swing area, is grassy. There is also a sheltered asphalt area for basketball. The program is licensed for 20 children, most of whom are in the early elementary grades. The program runs from 1:30 to 6:00 p.m. on school days only. No vacation care is provided, but the Dalles does have a summer day care program which can serve these children during that time period.

If no other care is available during other school vacations, children are integrated into two existing preschool day care programs in the community. The children come from the two elementary schools in this semi-rural area. (The population of the Dalles is under 25,000.) The children who come from the second school are bused to the center after school. Parents are responsible for taking the children home.

The program employs 1 administrative person plus 2 child care workers part-time. The child care workers are rotated among this program and the two preschool centers also run by The Dalles Child Care Center. One of the two child care workers is a high school girl; the other is a member of the Neighborhood Youth Corps.

The program provides a snack for the children in the afternoon. Supervised games, athletics, gymnastics, music, crafts, and outdoor sports are offered for the children. Auxiliary services such as medical and social services are not directly available through the program, but are available on a referral basis from the Public Health Service within the community.

The program is funded through a combination of United Givers Fund, Title IV-A Social Service funds and parent fees based on a sliding fee scale from $0 - $2.50 per day. USDA reimburses the center for the food: the facility and play equipment are donated by the school. The Home Economics extension provides consultation on nutrition and works with the Neighborhood Youth Corp girls. No accurate estimate of annual costs per child is available.

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*"Report of the School Age Day Care Task Force", Office of Child Development. U.S. Department of Health, Education, and Welfare, Washington, D.C. June 2, 1972. Appendix C.

John R. Leach YMCA's Latch Key Program*
John R. Leach YMCA
6036 S. E. Foster Road
Portland, Oregon 97206
Mr. Fred Stickney, Director

The YMCA Latch Key Program has its administrative headquarters in a well-equipped YMCA building where (especially the older) Latch Key children are brought for some activities. The day care program is based in five elementary schools located in a run-down, largely residential area of Portland. The Director indicates that the program in the two schools visited is generally representative of the program in the other three schools.

There are a few Black and Oriental children at all of the schools, but most of the children served at four of the schools are White. At a fifth school, somewhat over a third are Chicano. The neighborhood has many low income families. Of some 360 children enrolled, only eight are required to pay any fee. The rest meet the guidelines for free service under Title IV-A of the Social Security Act. The enrollment of 360 at the time of the site visit was less than 10 short of the total number of available spaces. Capacity apparently is limited by the budget allocation and by the schools' readiness to accommodate the program, since there is clearly more space in the schools than is used by the program.

Latch Key serves only children from 1st through 8th grade, since space is not available to accommodate kindergarten children while the schools are in session. Enrollment is heaviest at 1st through 5th grade. It declines sharply in the higher grades, despite a major effort to attract older children through a special activities program.

Latch Key is open Monday through Friday on all except official school holidays. On school days, hours are 7:00 a.m. to 8:45 a.m. and 3:00 p.m. to 6:00 p.m. However, while there are strong pressures from the custodians to clear the buildings by 6:00 p.m., children frequently remain on the playgrounds, with supervision, until at least 7:00 p.m. Officially, no transportation is provided, but, especially during the dark winter months, it is not uncommon for staff to escort younger children home on foot or to drive them home in their own cars.

The program assumes accountability for the children enrolled, but there have been problems with accountability, which apparently reflect disorganization and lack of stability in the communities and families served. Substantial trust and understanding has been established with the community,

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*"Report of the School Age Day Care Task Force", Office of Child Development. U.S. Department of Health, Education, and Welfare, Washington, D.C. June 2, 1972. Apendix C.

00132

evidenced by a growing readiness of parents to actively support day care staff, especially in issues between the program and the school organization. Nevertheless, "although each school now has an active parent advisory group", the process of strengthening relationships in the community will continue for a long time; and problems of keeping track of the children and establishing effective communication with parents on this issue are by no means solved.

The children's record of attendance seems to be lower than that in communities where family life has greater stability. Based on data recorded during March, about two-thirds of those enrolled attend at some time during each day. Precise information on morning and afternoon attendance is not available; however, from staff reports, it is clear that it is mainly an after school program. Attendance in the morning apparently does not exceed 20-25% of enrollment.

On school days, only afternoon snacks are provided directly by the Latch Key program. Breakfast and lunch are provided by the school. However, breakfast is available not only to the Latch Key children, but also to other children in the school only because Latch Key staff have undertaken to supervise the children and to clean up after the meal. Without this help, the school would be unable to provide breakfast. For the summer, morning and afternoon snacks and a box lunch are planned, with lunches provided by the local community action organization.

Enrollment of a child requires an intake interview with the parent, who must complete an income declaration form, an application form, a field trip permission slip and a statement setting forth the conditions under which the program accepts accountability for the child.

To meet state requirements, parents must obtain a physical examination and immunization record for the child within thirty days of enrollment. In a few cases, children have been dropped from the program because parents have failed to complete this step. However, it is clear that lack of resources has not been the problem in these cases, because the Latch Key staff is able to find assistance for families which are unable to meet the cost of examination.

In general, although a routine dental screening has been provided for all children through the cooperation of the Oregon Dental Hygienists Association, the role of the program in health care appears to have emphasized

meeting emergency needs as they arise. However, it is evident that in connection with providing emergency help -- e.g., in obtaining prompt medical treatment for a hepatitis epidemic which involved five Latch Key families -- the staff has made a start on a community "health education" program which may have great significance for the long range impact of the program in this community.

The program offers a broad range of activities, including regular lessons in swimming, judo, trampoline, boxing, piano and guitar, informal sports and games, cooking experiences, candle making, weaving, sewing, clay modeling, and other arts and crafts, wood shop and carpentry, a voluntary quiet room for homework, pleasure reading, etc. An organized tutoring program, especially at two of the schools, where students from Portland Community College come to tutor on a regular basis is also provided. The program makes quite extensive use of high school students as volunteers during the school year and as paid employees during the summer. Others, including senior citizens, have also been used quite effectively as volunteers, with several serving one or two days a week on a regular schedule. Using its own leased vans, occasionally supplemented by other transportation, Latch Key provides numerous field trips, including admission to athletic events, concerts, roller skating, the circus, etc. Two activities -- namely, a minibike program for boys and horse-back riding for girls -- are especially designed for older children and have been quite successful in attracting them.

Activities which involve considerable preparation and careful scheduling require the children to sign up in advance; many more of the activities are quite informal and choices are made from day to day as the children's interests change and grow. Typically, a list of options is posted at the beginning of each afternoon, children assemble and establish their "schedules" for the day, and then the coordinator notifies each activity leader of the children who will be in his or her charge at different times during the afternoon. Obviously, a system of this kind, which encourages children to move about quite freely, involves some problems of control. In the settings observed, however, it appeared to result in a great deal of constructive activity and in warm and mutually supportive relations between children and adults.

The lack of physical space assigned exclusively for their use creates difficulties for the Latch Key staff. In one of the sites visited, the program

earlier in the year had the sole use of one classroom. Later, when a change in school needs required their giving up this room, the loss was felt as a very serious one. In addition to general-purpose spaces, such as the gymnasium, library, playground, etc., the program does make use of some classrooms. However, such an arrangement clearly has disadvantages for both groups. The Latch Key staff are required to clear away and store all materials and work in progress at the end of each afternoon. Teachers are inconvenienced by an occasional messy room or disturbed room arrangement and they are more seriously hampered by being denied the use of their rooms after school hours in planning their program for the next day, or for other purposes. Latch Key has attempted to minimize the problem by requesting the use of any particular classooom for only a limited period, and by working closely with the teachers to insure that their special needs are respected. Excellent progress seems to have been made in establishing a good understanding thus far.

During the summer and other school vacation periods, the Latch Key program operates from 7:00 a.m. to 6:00 p.m. The forthcoming summer program (1972) will be a month longer than usual, because, owing to a financial crisis, the Portland Public Schools will close on May 12th rather than June 12th, as originally scheduled. At the end of this extra month, it has been possible to schedule a full week at the YMCA Camp for all Latch Key children with the regular Latch Key staff providing supervision. Later in the summer, many of the children will have an opportunity for a second week's camping experience under the supervision of the regular camp staff.

Assuming that the program during spring vacation week provided a partial preview of summer activities, the record of trips during March holds special interest. In addition to two overnight trips to the YMCA Camp, each for fifty children, these trips included four hikes, tours of a Navy ship, an artificial limb factory, a clothing factory, the Bonneville Dam fish hatchery, a dog pound and the Portland Municipal Docks, two visits to farms, excursions to both roller and ice skating rinks and a trip to Mt. Hood for snow play.

The cash budget of the program is only about $190,000 for the current year, but this is supplemented by contributions from the Portland Public Schools, in the form of space, utilities, equipment use, and services of school staff, together with contributions to the summer lunch program from the local community

action agency and administrative services provided by the Portland Metropolitan Area 4-C. Taking these items into account, but ignoring the value of many other donated items, brings the total budget to almost $275,000. Based on available data on actual attendance during the school year and estimates about probable participation during the summer, the average cost of care approximates $.70 per child per hour. Thus, for a child whose family depended on this care for an average of 4-1/2 hours per day during 37 weeks and 10 hours per day for 13 weeks, the minimum annual cost would be about $1100.

00136

Title I - Migrant Summer Program*
Mid-Columbia Community Action Council
P.O. Box 786
The Dalles, Oregon 97058
Robert Taylor, Director

The Dalles has an influx of migrants from June 8th through July 14th during the summer cherry picking season. During this period, an extended day summer school program is provided for all elementary school aged migrant children. The program also provides all-day care for the younger siblings of the eligible children. The program, administered by the community action agency, is housed in one of the elementary schools in the town and utilizes its classroom, cafeteria and playground facilities. The program, serving a total of 110 children, runs from 5:30 a.m. until 4:00 p.m., Monday through Friday. The CAA estimates that they will serve 50 children between the ages of 0-4, 20 five year olds, 15 six year olds, 10 seven year olds, 8 eight year olds, and 7 children between the ages of 9-12. Average daily attendance will probably be around 50 children. Children are picked up and delivered by school buses from the surrounding area.

Seventeen staff members are employed by the program. Nine work directly with the children; of these, 3 are teachers and the others are aides. In addition, a full-time administrator, 3 home-school counselors, a media specialist and support staff are used. Personnel working directly with the parents or the children are given two days of preservice training at the inception of the program.

The school age children are grouped by age with a teacher and aide for kindergarten, first, and second level. These groups receive from 2-1/2 to 3-1/2 hours of formal instruction every morning and spend the rest of the day in organized recreational activities or free play. Field trips for the children are coordinated with a summer day camp program in the community. Breakfast and lunch plus two snacks are served each day. Medical and dental checks are provided for all of the children and emergency conditions are cared for.

The home-school counselors recruit the children and develop a camp outreach program using volunteers to provide milk and cookies for the children in the evening with a related "learning is fun" program. The latter involves the provision of such things as balance beams, hula hoops, teeter boards, jug-go toys, bounce boards, jump ropes, balls and bean toys. The total program for the 6 weeks costs approximately $13,400. This money comes from ESEA Title I-M funds. In addition, the school district donates the facility and audio-visual and play equipment for use in the program. An average cost per child is not available.

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*"Report of the School Age Day Care Task Force", Office of Child Development. U.S. Department of Health, Education, and Welfare, Washington, D.C. June 2, 1972. Appendix C.

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99137

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Summer Day Care for 6-12 Year Olds*
Old Seufert Building
The Dalles, Oregon
Ed Eddie, Director

This summer day care program for school age children is run in a large, former fish cannery which is now used only for occasional expositions in addition to the day care program. The building is approximately 200 x 400 feet, and provides enough space for indoor baseball as well as basketball, volley ball, trampoline and horseshoe areas. It is surrounded by a large field and playground area which has a track and a baseball field. A river in which the children can swim is behind the building. The program serves children from The Dalles and the surrounding area on a first-come, first-served basis, and has a mixed clientele in terms of socio-economic background. The only significant minority group which participates in the program is an Indian community close to The Dalles.

The program is licensed for 50 children and has an average daily attendance of 35-40 children. The program runs from June 15th until August 20th and from 8:00 a.m. to 5:00 p.m. Children are brought to and from the center in school buses.

The program is staffed by a director who is a physical education teacher during the school year and 3 full-time high school students. In addition, the program has one Neighborhood Youth Corps (NYC) member and uses some volunteers on field trips.

The program is entirely recreational in nature. (Children in summer school are picked up after school is out.) The program offers organized crafts and games and Red Cross swimming instruction in the morning and free play and hiking in the afternoon. After the first two weeks of the program, 2 field trips per week are scheduled. Because of The Dalles' geographic setting, many of these trips are to outdoor recreation areas such as the mountains, sand dunes, fishing, public parks, etc. Two snacks and lunch are provided for the children. No medical or social services are provided through the program, but they are available in the community on a referral basis.

An accurate per child cost figure is not available. A very rough estimate would be $125 per child for the 10 week period. This figure does not, however, include the cost of the facility, administrative services, food (reimbursed by USDA), or the NYC student. The program is funded by Title IV-A social service funds plus parental fees.

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*"Report of the School Age Day Care Task Force", Office of Child Development. U.S. Department of Health, Education, and Welfare, Washington, D.C. June 2, 1972. Appendix C.

Upper Hood River Valley Development Center *
Rte. #1, Box 10A
Parkdale, Oregon
Mrs. Lenata Mueller, Director

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Parkdale is a rural community of approximately 2,000 people which has an influx of migrants for 6 months of the year. During those six months, June through December, the Parkdale Child Care Center runs a day care program for the migrant children as well as some other rural children in an old school building (used as a community center for the remainder of the year).

The facility is a large, two story cement structure with five classrooms and an office on the top floor and a kitchen, dining room and two meeting rooms on the lower floor. The building is being remodeled and will have a library and a gymnasium. A large, well-equipped playground surrounds the school. One part of it has an asphalt area for tricycles. A baseball field is being prepared.

The center takes children from 6 months through 12 years of age. The facility is licensed for 100 children and has an average daily attendance of 80. Attendance ranges from a low of about 50 children to, at the height of the season, a high of 130. Approximately 1/4 of the children served attend school. The program is highly flexible, not only in terms of the numbers of children served but also in terms of the hours of operation. This reflects the nature of the harvest season for different crops. Generally, the center is open from 5:00 a.m. until late afternoon during the summer, including Saturdays, and is open from 7:00 a.m. to 5:00 p.m. Monday through Friday during the fall and winter. There is some minimal transportation available during the strawberry season and, during the school year, children are brought to school in the morning. Otherwise, parents are solely responsible for the transportation of their own children.

Again, because of the varying numbers of children in the program, it is not possible to define the exact number of staff in the program. For most of the six month program, the center does have one full-time administrator and secretary plus a part-time nurse, janitor, cook and cook's aide. In addition, there are 5 teachers and 5 aides full-time and an art teacher, activities director and aide, part-time. Teachers in the program are required to have at least two years of college. The program also uses part-time workers and volunteers from the community. Many of the latter are high school students.

A week of pre-service training is held for regular child care staff in May with an additional hour per week in-service during the program. Four evenings

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*"Report of the School Age Day Care Task Force", Office of Child Development. U.S. Department of Health, Education, and Welfare, Washington, D.C. June 2, 1972. Appendix C.

00139

of training in basic child development is provided for potential volunteers. One-fourth of all staff come from the target population. The school-age children are provided with breakfast and a snack during the school year, and with breakfast, lunch, and a snack during the summer. The school in Parkdale provides a Title I-Migrant educational program so that the program for school age children in the center provides mainly organized recreational activities and free play. Medical examinations and social services are not available to the school age children through the program, although the staff nurse does provide needed immunizations and TB screening.

The average cost per child calculated identically for preschoolers as well as school age children, is $7.50 per day. Of this, $6.00 comes from Title IV-A funds matched by local contributions. The rest of the money comes from a Head Start grant. In addition, the program is reimbursed by USDA for the food it provides to the children, and the salary of one teacher's aid is contributed by the school through Title I funds.

Ballard School-Age Day Care, Inc.
6129 26th NW
Seattle, Washington
Head Teacher: Ms. Michelle Quaintance
Board Member: Mr. Jim Maxwell

A school-age child care program has been operating at the Adams Elementary School in the Ballard District of northwest Seattle since the summer of 1971. The program was begun by a parent group working with the school principal in this largely Scandinavian and East European fishing community. The school-age program is licensed for 50 children aged four through 12, although its current enrollment averages from 16 to 20 children. The program makes use of one large classroom in the Adams Elementary School, which is reserved specifically for day care. In addition, the children have access to the school's playground facilities and to the city park which is adjacent to the school. Any school-age child in the community is eligible to participate in the program, which has both private pay and state subsidized children enrolled. The main reason for current under-enrollment seems to be lack of available transportation to get children to and from nearby schools which are not in comfortable walking distance. If transportation and the extra insurance which it involves were available, the program could serve more children.

Program hours are from 7:00 a.m. to 10:00 a.m. each weekday morning and again from 2:00 p.m. to 6:00 p.m. in the afternoon. These hours accommodate the part-day Head Start and kindergarten schedules at the school. The program is operated all day--7:00 a.m. to 6:00 p.m.--on school holidays and during the summer vacation. No special social or health services are provided the children through the program. The usual program staff during the school year is made up of a full time certified teacher/director, a full time Lead Teacher, a part-time Assistant Teacher, and several Neighborhood Youth Corps employees. The Lead Teacher is expected to have at least a two year AA degree plus some experience in working with children. During the past two summers when the program was filled to capacity, there were four or five regular staff plus about 10 summer Neighborhood Youth Corps employees and two Swingers from the State DPA's Swinger Program. There is no special staff training offered.

The before-school portion of the program always has served a smaller number of children than the afternoon program. An average of five children regularly come to the school in the morning for care. Adams school has a breakfast program in which the school-age day care enrollees participate. The children usually walk to school in the morning or are dropped

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00141

off by their parents. Morning activities, which include quiet games, are held in the special room set aside for the program.

In the afternoon, the teachers schedule a variety of activities including pottery making, sculpture, active play outdoors in the schoolyard and in the adjacent park. The program also uses the facilities of the Ballard Recreation Center operated by the Park Department. The Center provides opportunities for gymnastics, basketball, and other indoor recreation. In addition, a variety of dramatic arts programs, baton lessons and field trips are scheduled.

The Lead Teacher emphasizes the advantage of having Park Department programs available to the students, since it is difficult for a small school-age care program to offer the variety of things to interest all age groups. When school-age care children are participating in the parks programs, the teachers and aides from the Ballard school-age care program are with them at all times. Accountability is not a problem, even though the children are participating with other children in the parks program.

Transportation for field trips during the school year is provided by the teachers themselves, who have special insurance coverage on their own cars. During the summer, when enrollment increases to about 50 children, the City Transit Company provided the program with free bus tokens. All necessary transportation for trips around the city during the summer was handled this way.

The summer program had access to expanded facilities in the Adams School and, in addition to the regular day care room, a kindergarten room, two play courts, and the school lunch room were available to the children. The summer program provided breakfast, morning snack, lunch and afternoon snacks for the children enrolled. Free lunches were contributed by the Mayor's Youth Division.

In the summer the group of 50 children was separated into smaller groups of girls and groups of boys with about seven or eight per group. This division by sex, and to some extent by age, seemed to work well in terms of satisfying the interests of the children. The girls' groups became involved with sewing, for instance, while the groups of older boys often went on day-long bike trips. For some activities the groups were combined and did such things as tie dying, macrame, candle making, putting on plays, swimming three times a week, and field trips to places of mutual interest such as to the circus or to movies.

APPENDIX B*

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*Materials in Appendix B were taken from Federal Funds for Day Care Projects, Women's Bureau, Employment Standards Administration, U.S. Dept. of Labor, Pamphlet 14 (Revised), 1972. These are descriptive summaries of programs as they were in late 1972, and do not necessarily have available funds at this time.

00143

FEDERAL RESOURCES FOR PROGRAM OPERATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Social and Rehabilitation Service

Community Services Administration

CHILD CARE SERVICES (title IV, part A)

Authorization

Sections 402(a)(14) and (15)(B)(i) of title IV, part A of the Social Security Act, as amended.

Eligibility

These sections authorize child care services under the Aid to Families with Dependent Children (AFDC) program, which is administered by State or local public welfare agencies.

Federal regulation requires that child care services, including day care, must be furnished to all persons referred to and enrolled in the Work Incentive Program (see page 67) and to other persons for whom the agency has required training or employment.

Also, State welfare departments may provide child care services to other families who are receiving AFDC payments. In addition, provision of child care services may be extended--at the option of the State--to former and potential applicants and recipients of AFDC.

Day care facilities used must be licensed by the State or approved as meeting the standards for such licensing.

State and local welfare departments are authorized to provide child care services directly or to purchase the service from other public or private agencies or individuals.

Funds

Federal funds meet 75 percent of the costs of child care services.

These funds may be used for minor remodeling but not for construction or major renovation.

Further details may be obtained from:

State or local public welfare agencies

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Social and Rehabilitation Service

Community Services Administration

CHILD CARE SERVICES (title IV, part B)

Authorization

Title IV, part B of the Social Security Act, as amended.

Eligibility

Grants-in-aid are made to State public welfare agencies for child welfare services, which may include child care services. To qualify for a Federal grant, a State must have an approved child welfare service plan developed jointly by the State agency and the Department of Health, Education, and Welfare. If the plan includes provision of care for children in day care facilities (including private homes), these facilities must be licensed by the State or approved as meeting the standards established for such licensing by the State agency responsible for licensing facilities of this type. Priority in determining need for day care is to be given to members of low-income or other groups in the population and to geographical areas that have the greatest relative need for extension of such day care.

Funds

Federal funds for child welfare services are apportioned among the States by a formula specified in the act. Each State is allotted $70,000, and the remainder of the appropriation is allotted on a variable matching formula basis.

Funds may be used for minor remodeling but not for construction or major renovation.

Further details may be obtained from:

State or local public welfare agencies

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Social and Rehabilitation Service

Youth Development and Delinquency Prevention Administration

PREVENTIVE SERVICES

Authorization

Title I, part C, of the Juvenile Delinquency Prevention and Control Act of 1968.

Eligibility

Grants may be made to any local public agency or nonprofit private agency or organization. Two types of grants are authorized: grants through the designated single State agency and direct grants from the Social and Rehabilitation Service. The purposes of this part are to promote the use of community-based services for the prevention of juvenile delinquency and to assist States and communities to establish and develop special preventive services. The services include educational delinquency prevention programs in schools for youth in danger of becoming delinquent, and cover those who are on parole or probation.

Examples include the provision of day care services within the framework of larger programs providing educational and/or vocational training to unwed mothers and the establishment of day care facilities as one component of a youth-operated service program.

Funds

Federal funds may not exceed 75 percent of the cost of the project.

Review

Applications for funds through the single State agency are processed and reviewed by that agency. Applications for direct grants are processed by the regional offices of the Social and Rehabilitation Service. Additionally, applicants for direct grants must send copies of grant applications to the governing bodies of each of the political units principally affected and, in the case of applications by local public or nonprofit private agencies, to the chief executive of the State or an officer designated by him or by State Law. Such governing bodies and officials have 30 days from the receipt of copies of the application to submit evaluations of the proposed project. The applicant must indicate to whom the copies of the application have been submitted for evaluation.

Further details may be obtained from:

Youth Development and Delinquency Prevention Administration
Social and Rehabilitation Service
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201

 09147

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Office of Education

EDUCATIONALLY DEPRIVED CHILDREN IN LOW-INCOME AREAS

Authorization

Title I of the Elementary and Secondary Education Act of 1965.

Eligibility

A local educational agency may request funds, within the amount allocated to it, for projects designed to meet the needs of educationally deprived children (preschool through high school, including dropouts below age 21) in attendance areas* that have high concentrations of children from low-income families. Certain State agencies are also eligible for title I assistance for handicapped, neglected, delinquent, and migrant children.

Each local educational agency must determine its own priorities for the eligible attendance areas. It is required, also, to coordinate its program with other agencies serving disadvantaged children. Where day care centers have been established for children in families receiving Aid to Families with Dependent Children (AFDC), the local educational agency and the Head Start program grantee should be consulted concerning their priorities and the possibility of their providing educational components for the program to be conducted in those centers.

Funds

Title I grants for use by local education agencies are allocated by formula to State education agencies which then suballocate to the local educational agencies. Federal funds (no matching required) are allocated to the applicant agencies by formula. In addition, the State educational agency receives Federal funds for the administration of the program. For this purpose the State educational agency may claim up to $150,000 or 1 percent of the amount allocated under this title, whichever is higher.

Review

Applications of local educational agencies are reviewed by the State educational agency. If the State agency approves an application, the State under its letter of credit disburses Federal funds to the local educational agency at frequent intervals in amounts needed in conducting the project.

Further details may be obtained from:

Bureau of Elementary and Secondary Education
Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

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*An attendance area is one served by a public school.

OFFICE OF ECONOMIC OPPORTUNITY (OEO)

ASSISTANCE FOR MIGRANTS AND SEASONAL FARMWORKERS

Authorization

Title III-B of the Economic Opportunity Act of 1964, as amended.

Eligibility

Direct grants may be made to public and private nonprofit agencies and to cooperatives, to assist migrant and seasonal farmworkers and their families to improve their living conditions. Programs, such as day care for children, may be funded to meet the immediate needs of these workers and their families.

Funds

Up to 100 percent of the cost of a day care project may be supplied by the Office of Economic Opportunity. The project must increase opportunities for the worker and his family to achieve economic independence and social self-sufficiency. At present, however, funding of new programs is considered unlikely because of prior obligations to ongoing projects.

Review

Applications are reviewed by the Migrant and Seasonal Farmworkers Division in the national office.

Further details may be obtained from:

Migrant and Seasonal Farmworkers Division
Office of Operations
Office of Economic Opportunity
Washington, D.C. 20506

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Office of Education

SPECIAL PROGRAMS AND PROJECTS

Authorization

Title III, section 306, of the Elementary and Secondary Education Act of 1965, as amended.

Eligibility

Grants may be made to local public educational agencies for innovative and exemplary programs or projects that hold promise of making a substantial contribution to the solution of critical educational problems common to all or several States. Periodically, the U.S. Commissioner of Education identifies educational areas concerned with critical national educational problems. Priority in selection and funding is given to projects in those areas. Early education, including day care, has been and may continue to be identified as a priority area for the program.

Funds

Nonmatching grants are made to eligible applicants. Of the funds available to the title III program in a given year, 15 percent are available to the U.S. Commissioner of Education for the funding of Special Programs and Projects; 85 percent of the funds are available to the States for title III activities under the State Plan Program. (See Supplementary Educational Centers and Services: Guidance, Counseling, and Testing, page 31.)

Review

Local educational agencies submit proposals to the U.S. Office of Education.

Further details may be obtained from:

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

Office of Housing Management

TENANT SERVICES GRANT PROGRAM

Authorization

Section 2(6) of the Housing Act of 1937, as amended.

Eligibility

Financial assistance for tenant services, including child care, for families living in low-rent housing projects may be provided by local housing authorities (LHA).

Funds

Low-rent housing projects are operated under loan and annual contributions contracts which provide Federal annual contributions to cover debt service and to cover approved operating deficits. Funds for payment of operating subsidies are limited by annual appropriations. Total annual contributions are also limited by a maximum for each project based upon a percentage of the project development cost.

Review

Operating budgets are submitted annually by LHA to HUD area offices for approval.

Further details may be obtained from:

Area Offices
U.S. Department of Housing and Urban Development

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Office of Education

SPECIAL PROGRAMS AND PROJECTS

Authorization

Title III, section 306, of the Elementary and Secondary Education Act of 1965, as amended.

Eligibility

Grants may be made to local public educational agencies for innovative and exemplary programs or projects that hold promise of making a substantial contribution to the solution of critical educational problems common to all or several States. Periodically, the U.S. Commissioner of Education identifies educational areas concerned with critical national educational problems. Priority in selection and funding is given to projects in those areas. Early education, including day care, has been and may continue to be identified as a priority area for the program.

Funds

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Review

Local educational agencies submit proposals to the U.S. Office of Education.

Further details may be obtained from:

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

FEDERAL RESOURCES FOR STAFFING

DEPARTMENT OF LABOR

Manpower Administration

Office of Employment Development Programs (OEDP)

NEIGHBORHOOD YOUTH CORPS (NYC) (delegated to the Department of Labor by the Office of Economic Opportunity)

Authorization

Title I-B of the Economic Opportunity Act of 1964, as amended.

Eligibility

Assistance may be given to local sponsors for developing and operating programs that provide young men and women from low-income families with a broad range of work experience opportunities. Thus, Neighborhood Youth Corps enrollees may be assigned as day care aides. In-school programs may enroll students 14 to 21 years of age. Not less than 90 percent of enrollees in out-of-school projects must be unemployed and 16 to 17 years old at time of enrollment; up to 10 percent may be 18 to 19 years old.

Community action agencies will receive preference as sponsors of projects in localities where the agencies demonstrate their desire and capability. Any group--other than a political party--that meets established standards is eligible to sponsor a project.

Funds

The Federal contribution usually provides up to 90 percent. The sponsor's share may be paid in cash or kind. In agreements with sponsors in the private (for profit) sector, the Federal Government may pay training costs but may not pay wages to enrollees.

Review

Proposals are reviewed by the Manpower Administrator of USTES or his authorized representatives. To be approved, proposals must meet certain conditions, including:

1. In-school and summer projects provide useful work experience for students who need to earn income that will permit them to stay in school or return to school. Out-of-school projects provide educational services, useful work experience, and skill training

00154

combined with supportive services, as needed, that will assist those who are unemployed and out of school to develop their maximum occupational potential.

2. Enrollees may not be assigned to work experience opportunities that involve construction, operation, or maintenance of any facility used or intended to be used for religious or sectarian worship.

3. Projects must not result in the displacement of employed workers or impair existing contracts for services.

Priority is given to projects with high training potential and high potential for contributing to the upward mobility of the enrollees.

Further details may be obtained from:

Office of Employment Development Programs
Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

or

Local State employment service offices

or

Regional offices of the Manpower Administration

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE (HEW)

Office of Education

WORK-STUDY PROGRAMS

Authorization

Title IV, part C, of the Higher Education Act of 1965, as amended.

Eligibility

Grants are made to eligible institutions of higher education for operating work-study programs. These programs help needy students, particularly those from low-income families, to meet their educational expenses through part-time jobs, which may be with the institutions in which they are enrolled or with off-campus public or private nonprofit organizations. Students may work an average of 15 hours a week during a semester or term and up to 40 hours a week during vacation periods. A number of students have worked as aides in day care centers. Such off-campus arrangements are conducted under an agreement between the institution and the public or private nonprofit organization.

Funds

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Federal contributions are authorized as payments for student compensation--normally up to 80 percent of the amount earned. The institution or off-campus organization provides the remaining share of compensation. Funds granted may be used only to make payments to students participating in work-study programs. However, an institution may use a portion of its grant to meet administrative expenses.

Review

Applications to the appropriate regional office of the Department of Health, Education, and Welfare are reviewed by a panel consisting of regional representatives of the Bureau of Higher Education, representatives from the national office staff of the Division of Student Assistance, and representatives from colleges in the region. This panel presents its recommendations to the national office of the Office of Education for allotment of funds.

Further details may be obtained from:

Regional Offices
Bureau of Higher Education
Office of Education
U.S. Department of Health, Education, and Welfare

00156

DEPARTMENT OF LABOR

Manpower Administration

Office of Employment Development Programs (OEDP)

TRAINING AND SKILL DEVELOPMENT PROGRAMS

Authorization

Title II of the Manpower Development and Training Act of 1962, as amended.

Eligibility

State employment service offices and State vocational education offices may develop programs jointly for institutional training in day care occupations. The employment service has responsibility for the certification of training needs in specific occupational areas. Local vocational education authorities are responsible for development of course curricula, selection and provision of facilities and instructors, and other related educational matters. When trainees have completed their training, the local office of the employment service is responsible for their referral into appropriate employment and followup.

Unmet needs for workers in day care facilities may be brought to the attention of the employment service by individuals, community groups, or government agencies, and training programs developed to fill such needs.

Funds

The Federal contribution for allowances to trainees is 100 percent; for the cost of institutional training, 90 percent. The non-Federal contribution may be in cost or kind.

Review

After determination at the local level of need for workers in a particular occupation, the local vocational education agency and the employment service develop a training proposal. The application for funds is presented to the State employment service and the State board of vocational education. After approval by the State agencies, the request is funded, or if national funding is desired, the request is sent to the appropriate regional office of the Department of Health, Education, and Welfare and the Department of Labor for final review and approval. Also, national type proposals (involving more than one State) may be submitted to the national office for interagency review by the Department of Labor and the Department of Health.

99157

FEDERAL RESOURCES FOR FACILITIES

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

Office of Community Development

NEIGHBORHOOD FACILITIES GRANT PROGRAM

Authorization

Title VII of the Housing and Urban Development Act of 1965.

Eligibility

Financial and technical assistance may be provided for the development of centers to house health, recreation, social, and other community services and activities for low- and moderate-income persons. This includes day care centers, provided they are housed in multipurpose facilities. (Priority is given where an applicant shows that the facility will further the objectives of a community action program approved under title II-A of the Economic Opportunity Act of 1964, as amended. Where no community action program exists for the community, priority may be granted if the applicant demonstrates that the facility is designed primarily to benefit members of low-income families.)

Only a public body or agency or an Indian tribe is eligible for a neighborhood facilities grant. However, a private nonprofit organization may contract with the eligible applicant to own or operate a project. The public body applicant must retain satisfactory continuing control over use of the facility.

Funds

The Federal grant may not exceed two-thirds of the development cost of a facility, except in an area designated as a redevelopment area by the Economic Development Administration (EDA) of the Department of Commerce, where the Federal grant may cover up to three-fourths of the development cost. In addition, the applicant may be eligible for supplemental grants from EDA and thus further reduce the required local share. (The same is applicable to Indian tribes.)

The non-Federal share of project development cost may be provided in cash or through certain noncash contributions such as land and improvements.

Review

Applications are submitted to the appropriate area office of HUD.

HUD does not set standards for space used as day care centers; local and State laws apply.

Further details may be obtained from:

Area Offices
U.S. Department of Housing and Urban Development

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

Housing Production and Mortgage Credit--Federal Housing Administration

INDOOR COMMUNITY FACILITIES

Authorization

Section 2 of the U.S. Housing Act of 1937, as amended.

Eligibility

Loans may be made to local housing authorities for the purpose of constructing or acquiring low-rent housing, including community facilities considered to be necessary appurtenances of the housing. These community facilities, limited in area according to a formula based on number and size of dwelling units, usually provide space for multiple uses by all age groups. Space may be provided or designated for a day care center where this is a priority need.

Day care programs at low-rent projects serve primarily project residents but also may serve families in the surrounding neighborhood. The local authority may lease onsite community facilities space at a very nominal cost to either a public or a private organization for operation of a day care program. Generally, the fees charged by the day care programs are based on ability to pay.

In a 1966 survey, local authorities reported onsite indoor community facilities in more than 1,800 projects, and among these were 270 nursery or day care facilities.

Funds

Under a loan and annual contributions contract, up to 100 percent of the total development cost of a low-rent housing project may be loaned to the local authority by HUD. In addition, annual subsidies are provided so that rents may be low enough to enable low-income families to meet the payments.

Community facilities space may be financed jointly, with part paid by the local authority out of housing funds and part paid from other funds, including neighborhood facility grants. Where the space is financed partly by the local authority and partly by some other community agency, title to the facility may be held in the name of either the local authority or the other community agency, or, in some instances, title may be taken jointly.

Interested public or private nonprofit organizations may obtain further details from the participating institutions of higher education in their area.

00160

FEDERAL RESOURCES FOR NUTRITION

00161

DEPARTMENT OF AGRICULTURE

Food and Nutrition Service

Child Nutrition Division

SCHOOL BREAKFAST PROGRAM

Authorization

Section 4 of the Child Nutrition Act of 1966, as amended.

Eligibility

All public and nonprofit private schools of high school grade or under may apply for participation. This covers preschool programs (including day care centers) only when they are operated as part of the school system. To the extent practicable, first consideration is given to schools drawing attendance from poor economic areas, to schools in which a substantial proportion of the children enrolled must travel long distances daily, and to those schools in which there is a special need for improving the nutrition and dietary practices of children of working mothers and children from low-income families.

In all States the program in public schools is administered by the State educational agency. In some States the same agency also handles the program in eligible private schools. Where laws do not permit the State educational agency to administer the program in private schools, it is administered by the appropriate Food and Nutrition Service regional office.

Funds

Federal funds for the School Breakfast Program are apportioned among the States to be used to reimburse schools for part or all of the costs for breakfasts served.

Further details may be obtained from:

Child Nutrition Division
Food and Nutrition Service
U.S. Department of Agriculture
Washington, D.C. 20250

or

Regional Offices
Food and Nutrition Service
U.S. Department of Agriculture

DEPARTMENT OF AGRICULTURE

Food and Nutrition Service

Child Nutrition Division

SPECIAL MILK PROGRAM

Authorization

Section 3 of the Child Nutrition Act of 1966, as amended.

Eligibility

All public and nonprofit private schools of high school grade and under, nonprofit nursery schools, child care centers, settlement houses, summer camps, and similar nonprofit institutions that provide for the care and training of children are eligible.

In all States the program in public schools is administered by the State educational agency. In some States the same agency handles the program in eligible private schools and child care institutions; in other States a different State agency or the Food and Nutrition Service administers it. The program is limited to the 50 States, the District of Columbia, and Guam.

Funds

Reimbursement payments make it possible for participating schools and child care institutions to inaugurate a milk service or to expand their current service by offering milk at reduced prices or by establishing new service times.

The Department of Agriculture establishes the maximum amounts that may be paid to any participating school or institution per half pint of fluid milk served. Within the rates so established, the amount of reimbursement depends upon specified cost factors.

Further details may be obtained from:

Child Nutrition Division
Food and Nutrition Service
U.S. Department of Agriculture
Washington, D.C. 20250

or

Regional Offices
Food and Nutrition Service
U.S. Department of Agriculture

DEPARTMENT OF AGRICULTURE

Food and Nutrition Service

Child Nutrition Division

SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN

Authorization

Section 13 of the National School Lunch Act, as amended.

Eligibility

All public and nonprofit service institutions such as child day care centers, settlement houses, or recreation centers that provide day care or other child care services (where children are not maintained in residence) for children from poor economic areas or areas with high concentrations of working mothers may apply for participation. Public or private institutions that develop special summer programs for children from such areas and provide food service similar to that available to children under the National School Lunch or School Breakfast Programs during the school year may apply for participation. Public or private nonprofit institutions which provide day care services for handicapped children from such areas also may apply for participation. Institutions may not participate in this program and the Special Milk Program at the same time.

In most States the program in both public and private nonprofit service institutions is administered by the State educational agency. Where laws do not permit the State educational agency to administer the program in both public and private service institutions, it is administered by the appropriate Food and Nutrition Service regional office.

Funds

Federal funds are apportioned among the States to be used to assist service institutions in purchasing food for meals served. Funds also may be used to assist service institutions in meeting up to 75 percent of the cost of purchase or rental of equipment needed to provide food service.

Further details may be obtained from:

Child Nutrition Division
Food and Nutrition Service
U.S. Department of Agriculture
Washington, D.C. 20250

or

Regional Offices
Food and Nutrition Service
U.S. Department of Agriculture

APPENDIX C

NORTHWEST COMMUNITY SCHOOLS
PROGRAMS AS OF OCTOBER, 1972

 00165

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Northwest Community Education Development Center

College of Education • University of Oregon
1736 Moss Street, Eugene, Oregon • Phone (503) 686-3996

NORTHWEST COMMUNITY SCHOOLS AND RELATED PROGRAMS

DIRECTORY OF PERSONNEL

A.J. Arellano (F)
Community School Coordinator
Jefferson School
Everett Public Schools
2600 Cadet Way
Everett, Washington 98204

Lee Ayers (P)
Community School Coordinator
White Center Heights School
712 SW 102nd
Seattle, Washington 98146

Vicki A. Baggarley (F)
Community School Director
Butte Public Schools
3011 Busch Street
Butte, Montana 59701

Gay Baker (H)
Community Involvement Supervisor
Whiteaker Elementary School
21 North Grand
Eugene, Oregon 97402

Sue Baucum (F)
Community Program Specialist
Bethel Public Schools
c/o Shasta Jr. High School
4656 Barger Avenue
Eugene, Oregon 97402

Viola Bingham (P)
Community School Coordinator
North Hill Elementary School
19835 - 8th, South
Seattle, Washington 98148

Dick Blackwood (P)
Community School Coordinator
North Hill Elementary School
19835 - 8th, South
Seattle, Washington 98148

Jacquee Blalock (F)
Community School Coordinator
Woodburn Public Schools
965 North Boones Ferry Road
Woodburn, Oregon 97071

 99166

Don Blanks (F)
Community School Coordinator
Faye Wright Elementary School
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Neil Bolton (F)
Community School Director
Butte Public Schools
1507 North Main Street
Butte, Montana 59701

Patty Bossort (P)
Community Involvement Supervisor
Lincoln Elementary School
650 West 12th Avenue
Eugene, Oregon 97402

D'Anna Bowman (F)
Community School Coordinator (VISTA)
Stayton Public Schools
1101 North 3rd, # 1
Stayton, Oregon 97383

Gordon Briscoe (P)
Community School Coordinator
Parkside Elementary School
2104 South 247th
Kent, Washington 98031

Neil Brooks (F)
Community School Coordinator
The Independent School District
of Boise City
3014 Apple Street
Boise, Idaho 83702

Bob Ceccarelli (P)
Community School Coordinator
Bow Lake School
18237 - 42nd Avenue, South
Seattle, Washington 98188

Chris Clementz (P)
Community School Coordinator
Sunnydale Elementary School
253 South 152nd
Seattle, Washington 98148

Shirley Conklin (F)
Community School Director
Pendleton Public Schools
410 SW 13th
Pendleton, Oregon 97801

Betty Dagg (H)
Community School Coordinator
School District # 24-J
3281 Inland Drive, South
Salem, Oregon 97302

Roland Davin (F)
Community School Coordinator
McKinley School
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Judy Derr (P)
Community School Coordinator
Chelsea Park/Burien Heights School
425 SW 144th Avenue
Seattle, Washington 98166

David Dorsey (F)
Community School Coordinator
Whittier School
Everett Public Schools
4730 Colby
Everett, Washington 98201

Bob Ellis (F)
Community Education Coordinator
Clackamas Community College
19600 South Molalla
Oregon City, Oregon 97045

Stu Engstrom (P)
Community School Coordinator
Lake Burien School
Highline Public Schools
c/o 15675 Ambaum Blvd., SW
Seattle, Washington 98166

Dick Erdman (F)
Community Education Director
Lincoln Community School
4400 Interlake Avenue, North
Seattle, Washington 98103

09167

John Evans (H)
Community School Specialist
Sunset School
Shoreline Public Schools
17800 NE 10th
Seattle, Washington 98155

Dan Fey (P)
Community School Coordinator
Riverton Heights School
3011 South 148th
Seattle, Washington 98168

Bill Filter (F)
Community Education Coordinator/Intern
Portland Community College
12000 SW 49th
Portland, Oregon 97219

Darrell Finley (P)
Community School Coordinator
Gregory Heights School
16216 - 19th Avenue, SW
Seattle, Washington 98166

Richard Firman (F)
Administrator/Community Schools
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Guy Faust (F)
Community Activities Director
LaGrande Activities Program
PO Box 846
LaGrande, Oregon 97850

Larry Gelbrich (F)
Community Program Specialist
Bethel Public Schools
c/o Shasta Jr. High School
4656 Barger Avenue
Eugene, Oregon 97402

Vic Gibson (F)
Community School Director
Battin Elementary School
8440 SE Battin Road
Portland, Oregon 97266

Maxine Goddard (P)
Community School Coordinator
Valley View School
Highline Public Schools
253 South 152nd
Seattle, Washington 98148

Sandy Hamilton (P)
Teacher/Coordinator
Allakaket School
Village of Allakaket
Allakaket, Alaska 99720

Don Harding (P)
Community School Coordinator
Manhattan School
319 South 185th
Seattle, Washington 98148

Milt Haworth (P)
Community School Coordinator
Marvista School
19800 Marine View Drive
Seattle, Washington 98166

Gordon Hearst (P)
Community School Coordinator
Boulevard Park Elementary School
Highline Public Schools
253 South 152nd
Seattle, Washington 98148

Joe Hill (P)
Community School Coordinator
Madrona/Angel Lake Elementary Schools
3030 South 204th
Seattle, Washington 98188

Larry Horyna, Director (F)
Northwest Community Education
Development Center
University of Oregon
1736 Moss Street
Eugene, Oregon 97403

Ellen Hubbe (H)
Community School Coordinator
Ida Patterson School
1510 Taylor Street
Eugene, Oregon 97402

Dominic Iaderosa
Community School Director
School District No. 137
Parma, Idaho 83660

Bill Jerauld (P)
Community School Coordinator
Crestview Elementary School
16200 - 42nd Avenue, South
Seattle, Washington 98188

Vicki Jones (F)
Community Agent
John Adams High School
5700 NE 39th Avenue
Portland, Oregon 97211

Beth Josie (F)
Community School Coordinator
Estacada Public Schools
PO Box 488
Estacada, Oregon 97023

Terry Kelly (F)
Community School Director
Gastineau Elementary School
Greater Juneau Borough
School District
1250 Glacier Avenue
Juneau, Alaska 99801

Lou King (P)
Community School Coordinator
Salmon Creek/White Center Heights
Elementary Schools
712 SW 102nd
Seattle, Washington 98146

Ron Larson (F)
Community School Coordinator
Ridgefield Public Schools
PO Box 408
Ridgefield, Washington 98642

Dennis Lee (P)
Community School Coordinator
Midway Elementary School
22447 - 24th Avenue, South
Seattle, Washington 98188

Paul Lienemann (F)
Community School Director
Butte Public Schools
1030 West Platinum
Butte, Montana 59701

Skip Liebertz (F)
Community School Coordinator/Intern
Laurel Hill Elementary School
2621 Augusta Street
Eugene, Oregon 97403

Don Lindly (F)
Community Program Specialist
Willamalane Park and Recreation District
PO Box 153
Springfield, Oregon 97477

Tom Lines (P)
Community School Coordinator
Mt. View Elementary School
253 South 152nd
Seattle, Washington 98148

Harry Lee Kwai (F)
Community School Coordinator
The Independent School District
of Boise City
301 North 29th
Boise, Idaho 83702

Ron Lynch (P)
Community School Coordinator
Hazel Valley Elementary School
253 South 152nd
Seattle, Washington 98148

Bob Maguire (P)
Teacher/Coordinator
Allakaket School
Village of Allakaket
Allakaket, Alaska 99720

Hillie McCorkle
Community School Coordinator
Valley View Elementary School
253 South 152nd
Seattle, Washington 98148

Jim McDaniel (H)
Director of Community Services
Lebanon Public Schools
60 Main Street
Lebanon, Oregon 97355

Charles McDonald (F)
Coordinator of Community Resources
Chenowith Public Schools
3632 West 10th Street
The Dalles, Oregon 97058

Diane McGuigan (F)
Community School Coordinator
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

John Mickelson (P)
Community School Coordinator
Shorewood Elementary School
2725 SW 116th Avenue
Seattle, Washington 98146

Joe Miguel (F)
Community School Director
Greater Juneau Borough
School District
1250 Glacier Avenue
Juneau, Alaska 99801

Doug Miller (F)
Community School Coordinator
Ephrata School District # 165
PO Box 788
Ephrata, Washington 98823

John Miller (H)
Community School Coordinator
Fir Grove Elementary School
Puyallup Public Schools
13918 South Meridian
Puyallup, Washington 98371

Wayne Nelson (P)
Community School Coordinator
Maywood Elementary School
1410 South 200th
Seattle, Washington 98148

Ken Netzel (F)
Community Education Director
Sisters Public Schools
Sisters, Oregon 97759

Harold Newman (F)
School-Community Coordinator
Queen Anne High School
Seattle School District No. 1
420 Belmont, East
Seattle, Washington 98102

Jack O'Neil (F)
Community School Director
Monroe Elementary School
1000 South Arizona
Butte, Montana 59701

Lee Paavola (F)
Community School Coordinator
Sabin Elementary School
4013 NE 18th Avenue
Portland, Oregon 97212

Scott Pemble (F)
Community School Coordinator
West Salem Elementary School
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Janet Proebstel (F)
Community Activities Aide
LaGrande Activities Program
PO Box 846
LaGrande, Oregon 97850

Barbara Rhoades (P)
Community School Coordinator
Hillcrop Elementary School
253 South 152nd
Seattle, Washington 98148

Tom Richards (F)
Director/Community Schools
The Independent School District
of Boise City
301 North 29th
Boise, Idaho 83702

00170

Dennis Robison (F)
Community School Coordinator
The Independent School District
of Boise City
301 North 29th
Boise, Idaho 83702

Charles Rose (F)
Community School Coordinator
Portsmouth Middle School
5103 North Willis Blvd.
Portland, Oregon 97203

John Salstrom (F)
Community School Coordinator
Colton Public Schools
PO Box 143
Colton, Oregon 97017

David Santellanes (H)
Associate Director
Northwest Community Education
Development Center
University of Oregon
1736 Moss Street
Eugene, Oregon 97403

Steve Segadelli (P)
Community School Coordinator
McMicken Heights Elementary School
253 South 152nd Avenue
Seattle, Washington 98148

Peggy Shea (F)
Community School Coordinator
Hoover Elementary School
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Jim Sloan, Coordinator (F)
Pacific Center for Human Development, Ltd.
3221 Heatherbell
Victoria, B.C., CANADA

Sandra Smick (F)
Community School Coordinator
East Salem Elementary School
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Marilyn Smith (F)
Community Activities Aide
LaGrande Activities Program
PO Box 846
LaGrande, Oregon 97850

Brad Snodgrass (F)
Community School Director
Glacier Valley Elementary School
Greater Juneau Borough School District
1250 Glacier Avenue
Juneau, Alaska 99801

Larry Stark (F)
Community School Coordinator
Whiteaker Jr. High School
School District # 24-J
1309 Ferry Street, SE
Salem, Oregon 97301

Jack Stevens (F)
Community School Coordinator
Queen Mary Community School
230 West Keith Road
North Vancouver, B.C., CANADA

Barbara Thomas (F)
Area Supervisor
Commission-School Project
Surrey Parks and Recreation Commission
14245 - 56th Avenue
Surrey, B.C., CANADA

Jerry Thornton, Director (H)
Community Schools Project
Highline Public Schools
15675 Ambaum Blvd., SW
Seattle, Washington 98166

Tom Traeger (H)
Community School Specialist
Lake Forest Park School
Shoreline Public Schools
18496 Ballinger Way, NE
Seattle, Washington 98155

John Warden (P)
Special Assistant
Northwest Community Education
Development Center
University of Oregon - 1736 Moss Street
Eugene, Oregon 97403

00171

Bill Weaver (P)
Community School Coordinator
Woodside Elementary School
20344 - 34th Avenue, South
Seattle, Washington 98188

Nettie Weaver (P)
Community School Coordinator
Woodside Elementary School
20344 - 34th Avenue, South
Seattle, Washington 98188

John Wick (P)
Community School Coordinator
Southern Heights Elementary School
11260 - 14th Avenue, South
Seattle, Washington 98168

Don Young (F)
Community School Director
Estacada Public Schools
PO Box 488
Estacada, Oregon 97023

Kit Youngren (F)
Community School Coordinator
Gladstone School District No. 115
17777 Webster Road
Gladstone, Oregon 97027

Code: (P) Part-time
(H) Half-time
(F) Full-time

NWCEDC
10/30/72

00172

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ADDENDUM

Directory of Personnel

1. Evelyn Anderson
Community School Coordinator
Sandy Community School
PO Box 502
Sandy, Oregon 97055

2. Diane Baldrica
Community School Coordinator
Parkrose Thompson & Parkrose
Sacramento Community Schools
14020 NE Thompson
Portland, Oregon 97230

3. Michael DesCamp
Community School Coordinator
Mt. Hood Community College
26000 SE Stark Street
Gresham, Oregon 97030

4. John F. Helding
Community School Coordinator
Mt. Hood Community College
26000 SE Stark
Gresham, Oregon 97030

5. Elsie Kithil
Community School Coordinator
Welches Community School
Salmon River Road
Wemme, Oregon 97067

6. Sue Nonnes
Community School Coordinator
Mt. Hood Community College
26000 SE Stark STreet
Gresham, Oregon 97030

7. Norma Pullian
Community School Coordinator
Corbett School District # 39
Corbett, Oregon 97019

8. Sally Spiro
Community School Coordinator
Hill Park Elementary School
2900 SE 122nd Avenue
Portland, Oregon 97236

9. David H. Spooner
Associate Dean of Community Services
Mt. Hood Community College
26000 SE Stark Street
Gresham, Oregon 97030

10. Freida Tyler
Community School Coordinator
Cottrell Community School
Route 1, Box 560
Boring, Oregon 97009